DOCUMENT RESUME

ED 174 583 **SP 014 466**

AUTHOR	Batten, Margaret
TITLE	Report of a National Evaluation of the Development Program.
INSTITUTION	Australian Council for Educational Research, Hawthorn.
SPONS AGENCY	Australian Schools Commission, Canberra.
PUB DATE	Jan 79
NOTE	317p.
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Community Involvement; Comprehensive Programs; Developmental Programs; Elementary Secondary Education; Foreign Countries; Inservice Teacher Education; *National Programs; Needs Assessment; Professional Personnel; *Program Development; *Program Evaluation
IDENTIFIERS	Australia

ABSTRACT

In 1976 the Schools Commission (Australia) commenced a program of evaluation of its specific-purpose programs in order to obtain objective assessments of the impact of these programs and to determine ways in which they might be improved. One of the programs chosen for evaluation was the Development Program. This report discusses the design and significance of the Program itself, the implementation of Schools Commission emphases in the program, several school-centered teacher development projects, and the parameters and value of several long-term courses that emerged from the Program operation. Appendixes include material concerning: Commonwealth funding for Development Program purposes, teacher evaluation, inservice education, professional associations in Australia, the Southern Teachers Centre, the In-Depth Curriculum Studies Program, and the Townsville College of Advanced Education. A bibliographic reference section and data tables are also included. (LH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED174583

SP.

SCHOOLS COMMISSION
EVALUATION STUDIES

Report of a National Evaluation of the Development Program

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

ACER

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SP014466

canberra 2 january 1979

SCHOOLS COMMISSION EVALUATION STUDIES

NATIONAL EVALUATION OF THE DEVELOPMENT PROGRAM

Margaret Batten
Australian Council for Educational Research

Schools Commission
1979

Copyright. Commonwealth of Australia 1978

ISBN 0 642 91177 0

FOREWORD

In 1976 the Schools Commission commenced a program of evaluation of its specific purpose programs, in order to obtain objective assessments of the impact of these programs and to determine ways in which they might be improved. One of the programs chosen for evaluation was the Development Program.

The Australian Council for Educational Research was commissioned to undertake this evaluation. Ms Margaret Batten of ACER carried out the investigation and wrote this report.

A number of changes in administrative procedures and policy for the Development Program took place prior to and during this evaluation. It is a tribute to Ms Batten that her report nevertheless presents a clear statement about the Program's impact in each State and also provides a useful national overview.

The Commission believes that this report contains extensive material of interest to education researchers and to those who are concerned to involve teachers, administrators, ancillary staff, parents and others in co-operative activities which will improve their educational knowledge and skills.

K. R. McKINNON
(Chairman)

ACKNOWLEDGMENT

I would like to express my thanks to the following people for the contribution they made to this project:

The Advisory Committee, Mr Peter Thompson (formerly ACER, now VISE), Mr Bernard Rechter (Lincoln Institute), and Mr Lawrence Ingvarson (Monash University);

Virginia Carter (ACER), research assistant to the project, who took responsibility for the collection of information in Queensland, and wrote two chapters of the report;

Mrs Bronwyn Hay (ACER), who edited the report and took part in the initial stages of the data collection;

Mrs Jan Edward and Mrs Anne Nuss (Development and Information Services, Education Department, Tasmania), who undertook two investigations for the project;

Mrs Judith Clark (ACER), who assisted with the preparation of the report;

Dr Jillian Maling-Keepes of the National Evaluation Committee, who commented in detail on the draft report;

and those involved with the implementation of the Development Program in the six States, who were co-operative, helpful, and welcoming at all times.

Margaret Batten

CONTENTS

Page

FOREWORD

PART ONE: INTRODUCTION AND OVERVIEW OF THE EVALUATION PROJECT AND THE DEVELOPMENT PROGRAM 1

1 The Evaluation Project: Background, Evaluation Brief, and Procedures 3

2 Overview of the Development Program 9

3 Operation of the Development Program in the Six States 13

4 The Development Program in Relation to Other Sources of In-service Provision 52

PART TWO: IMPACT OF THE DEVELOPMENT PROGRAM: TWO SURVEYS OF TEACHERS 61

5 Questionnaire to Victorian Teachers 63

6 Tasmanian Survey of Course Participants 87

7 Discussion 99

PART THREE: IMPLEMENTATION OF SCHOOLS COMMISSION EMPHASES IN THE DEVELOPMENT PROGRAM 101

8 Inter-system Character of the Program 103

9 Devolution of Administrative Responsibility 111

10 Involvement of Participants in all Stages of Planning and Implementation of In-service Activities 120

11 Broadening the Base of the Program to Include Ancillary Staff, Parents, Community 131

12 Development of Longer Courses 137

13 Provision for Needs of Specific Groups 142

14 Development of More Effective In-service Methods and Techniques 150

PART FOUR: SCHOOL-CENTRED TEACHER DEVELOPMENT 181

15 Introduction 183

16 Implementation of the School-centred Segment of the Development Program 187

17 Patterns and Provisions of In-service Education in Three Schools 189

18 Whole School Withdrawal Program, Queensland (by Virginia Carter) 203

19 Selected School-centred Activities 226

20 Discussion 233

PART FIVE: LONG-TERM COURSES 235

21 Introduction 237

22 Outlines of Some Long-term Courses: their Nature and Effectiveness 239

23 Whole Term Release Program, Queensland (by Virginia Carter) 252

24 Discussion 278

PART SIX: CONCLUSION 281

25 The Schools Commission, the Development Program, and the Future 283

APPENDIXES I Appropriation of Commonwealth Funds for Development Purposes 1973-1977 289

II Teacher Development Evaluation Project: Evaluation Brief 291

III New South Wales In-service Education Committee: Aims of In-service Education 295

IV New South Wales In-service Education Committee: Achievement of Objectives Statement for 1976 299

V Teacher Development Evaluation Project: Questionnaire to Professional Associations Concerning their Involvement in the Areas of In-service Education 301

APPENDIXES VI Teacher Development Evaluation Project: Questionnaire to System Representatives on Development Committees 303

VII Southern Teachers Centre Inc (Feedback Form) 304

VIII Evaluation of the In-depth Curriculum Studies Program: Some Issues for Consideration 305

IX Townsville College of Advanced Education: Interim Summary of Feedback from Teachers Regarding the 12 Week Courses 307

REFERENCES 311

INDEX 313

FIGURES 1 Administration of a Regional Development Program, New South Wales 15

2 Administration of a Regional Development Program, New South Wales 16
   (i) Courses
   (ii) Within-school grant

3 Administration of a Co-ordinating Board, Queensland 25

4 Administration of a Teachers Centre, Tasmania 32

5 Administration of Victorian In-service Education Committee 37

6 Areas of Interest in Teacher Development, New South Wales 107

7 School-based In-service Education 184

PART ONE: INTRODUCTION AND OVERVIEW OF THE EVALUATION PROJECT AND THE DEVELOPMENT PROGRAM

The first chapter covers the evaluation brief for the project and the project objectives and methodology.

The second chapter gives an overview of the Development Program and comments on the major thrusts.

The third chapter describes the way in which the development committees in each State have handled the implementation of the Development Program and discusses the issues raised. The information about each State's operations has been divided into four parts - the administrative structures of State and regional committees; committee policies and priorities; types of courses, attendance rates, sources of initiation; and communication. A table is included at the end of the chapter to enable a quick, if approximate, comparison across States of certain organizational items. The tables and associated discussion in this chapter and elsewhere refer only to funds allocated to committees for development activities and expenses, not to replacement funds.

The fourth chapter sets the Development Program in the context of the total in-service education provision for teachers in Australia. Reference is made to professional associations, tertiary institutions, education centres and teachers centres, and school systems.

1 - THE EVALUATION PROJECT: BACKGROUND, EVALUATION BRIEF, AND PROCEDURES

BACKGROUND

By the beginning of 1976, the Development Program had been in operation for two years. It was one of several education programs instigated and supported by the Schools Commission, following the recommendations in the report of the Interim Committee for the Australian Schools Commission, 1973. The Schools Commission sponsored large-scale independent evaluations of three of its programs in 1976 - the Innovations, Disadvantaged Schools, and Development Programs. The Commission felt that these evaluations were necessary because it wanted more extensive information on the implementation of the programs than it was able to gather itself; it was under some pressure from the new federal government to account for the money it had expended; and, most important, it wanted to make decisions, on the basis of the information received, about the future directions of the programs.

The evaluation of the Development Program began in July 1976 for an initial period of twelve months, later extended to eighteen months. A grant was made soon after the commencement of the project to support a separate evaluation of education centres. This was undertaken by Dr B. Fallon.

The evaluative approach used in the project was determined by the scope of the evaluation and the nature of the Development Program. The Program was innovatory, but could not be neatly encapsulated like the innovatory curriculum programs that have been the subject of educational evaluations. Although a certain amount of prescription has been imposed by the Commission, Program implementation has taken many different forms, and new forms have continued to emerge as emphases changed and ideas developed. Many thousands of participants throughout Australia have been involved in this complex pattern of activity, and many hundreds in its administration. The diversity and range of the Program, combined with the factors of limited time and small number of project personnel, meant that a traditional measurement-based model of evaluation would be inappropriate. The approach would need to be subjective, descriptive and interpretative, rather than objective and statistical.

The purposes of the Development Program evaluation were to obtain information on the perceptions, organization and effects of the Program, to provide a basis for policy decisions concerning future directions of the Program, and to be a source of information dissemination.

The methods used in the evaluation were interview, questionnaire, and the collection of documentary and background information, all of which were identified by Parlett and Hamilton (1972) as appropriate for what they call the illuminative evaluation model.

The vast scope of the evaluation project made it impossible to cover all the areas of research interest relevant to the evaluation. The Northern Territory and the Australian Capital Territory were excluded from the evaluation at the request of the Schools Commission because their development programs had a different administrative structure. The evaluation report does not attempt to analyse the viability of the methodology employed in the project. Another important area that was omitted was a consideration of the cost effectiveness of the Development Program and the exact nature of the resource input into in-service education in Australia. This issue has been discussed in detail by Cameron (1977) in his report, *Cost and Efficient Utilization of INSET Resources: Australia.* Appendix I contains a statement provided by the Schools Commission which gives details of the appropriation of Commonwealth funds for development purposes from 1973 to 1977.

EVALUATION BRIEF FROM SCHOOLS COMMISSION

> The purpose of the evaluation is to obtain information on the perceptions, organization and effects of the Teacher Development Program. A special study will be made of Education Centres.
>
> The evaluation report will provide a basis for policy decisions concerning future directions of the Program. It will also be a source of information dissemination, so that practitioners in all States can be made aware of the problems and achievements of programs that have been developed in other parts of the country.
>
> The information is to be used by the Schools Commission, the State Teacher Development Committees, and organizers and participants of developmental activities both within and without the Commission-funded program.
>
> The evaluation process is seen as being formative and interactive as well as summative. During the project, information-givers will also be information-receivers, and they will help to determine the direction taken by the evaluation.
>
> *General Evaluation of the Teacher Development Program: Specific Objectives*
>
> 1 To determine the degree to which the Program has increased the range of opportunities and the degree of participation in in-service education in Australia.
>
> 2 To determine the degree to which needs and demands for developmental activities are being met by the Program and to consider this in relation to the broader context of the total provision for such activities.
>
> 3 To obtain evidence on the effects of activities carried out under the Program on individuals and schools involved and to provide detailed evidence about particular activities that are identified as important developments.
>
> 4 To determine the extent to which the operation of the Program incorporates the emphases of the Schools Commission and to identify factors that militate for and against these emphases being incorporated in in-service activities.
>
> These emphases are:
>
> (a) inter-system character of the Program, at Committee and course level;
>
> (b) devolution of administrative responsibility, and involvement of participants at all stages of planning and

implementation of in-service activities;

(c) broadening the base of the program to include ancillary staff, parents, community;

(d) development of longer courses;

(e) provision for needs of specific groups - teachers of migrants, Aborigines, children with learning difficulties; administrators, young teachers, isolated teachers; and

(f) development of more effective in-service methods and techniques.

5 To report evidence on unintended outcomes of the Program.

Information Required

The following statements contain details of the kind of information required to meet each of the objectives.

Objective 1. Historical description that will provide information about changes that have occurred due to the introduction of the Development Program and the establishment of Development Committees to implement the Program. Consideration to be given to the following organizational aspects -

(i) administrative structures
(ii) policy
(iii) priorities for funding, criteria for approval and rejection of activities
(iv) types of courses and activities
(v) sources of initiation and planning of activities
(vi) attendance rate, type and range of participants
(vii) communication network
(viii) impact on school organization

Objective 2.

(i) Documentation of the expressed needs of various groups of people.
(ii) Account of the perception of people involved in in-service activities on how well needs are being met. People consulted should include Program administrators and participants, and other providers in the area of in-service education.
(iii) Description of the interaction between the Development Program and the other specific purpose programs of the Schools Commission concerning in-service education issues.

Objective 3.

(i) The evidence of the effects of activities can only be of a general kind based on statements and perceptions of those associated with the Program. It will be necessary therefore to obtain a wide range of views from representatives of groups associated with the Program.

(ii) Detailed studies of selected in-service activities that will provide information about methods and organizations adopted in implementing new developments in in-service programs, and about the outcomes of these programs.

Objective 4. In considering the extent to which the operation of the Program incorporates the emphases of the Schools Commission, it will be necessary to assess the understanding by those involved in the Program of these emphases, and to determine the extent to which these emphases are reflected in the policies and operations of Development Committees at State and regional levels.

(a) *Inter-system character.* Identification of the extent to which:

- (i) the in-service activities reflect the needs of the government and non-government sectors; and
- (ii) non-government and government representatives share in both the planning and implementation of teacher development activities and the power of minority groups to influence decision-making.

(b) *Devolution of Responsibility.* Determination of:

- (i) the degree to which this occurs at all stages of teacher development activities, in administration, organization, and participation;
- (ii) particular forms of organization that facilitate devolution of responsibility; and
- (iii) the role of centralized course provision and administration.

(c) *Broadening base of Program.* Determining the degree to which ancillary staff, parents, and community are involved in teacher development activities, the degree of satisfaction of these groups with the Program, and the attitudes of teachers to broadening the base of the Program.

(d) *Development of longer courses.* A survey of the types of courses available and the groups for which they are catering.

(e) *Provision for needs of specific groups.* Determine the extent to which expressed needs of particular groups are being met - teachers of migrants and Aborigines, isolated teachers, young teachers, administrators, etc. Identify groups where needs are not being met.

(f) *Development of more effective in-service methods and techniques.* Identify and describe methods and techniques that are being used in teacher development programs.

Objective 5. In the course of information collection, any unexpected results of Program implementation will be noted and examined.

PROCEDURES

Several visits of two to five days were made to each State, except for Western Australia, where one longer visit of two weeks was made. Documentation was collected on Program operation from development committees and the Schools Commission. In each State, structured interviews were conducted with four to six members of the State Development Committee and two regional committees (one country, one metropolitan), with a coverage of government/non-government representatives, teachers/administrators, and parent representatives. The interviews focused on the Schools Commission emphases and associated issues listed in Appendix II. The interviews elicited committee members' opinions of each item, the extent to which the item had been incorporated in the Program operation of the region or State, and the resultant benefits or problems. The chairman or executive officer of each regional committee that was not visited by a member of the evaluation team was sent an open-ended questionnaire which listed the emphases and issues and allowed room for comment. Seventy per cent of regional committees responded to the questionnaire, most in great detail, and much useful information was thus obtained.

It was more difficult to devise a satisfactory method for obtaining teacher reactions to the Development Program. Two methods tried initially were not particularly successful - short general questionnaires sent to teachers in the regions visited did not yield a sufficiently detailed response, and a similarly small return resulted from talking to teachers in the staff rooms of schools visited in a region, because their minds were concentrated on the immediate problems of the next lesson or a fight in the school-yard rather than on issues of in-service education. A new method was then tried, which produced excellent results. In each region visited, a committee member organized discussion sessions with 5-10 teachers from a range of schools (government/non-government, primary/secondary), held at a centre away from the schools. The teachers were informed in advance about the discussion topic. The list of Commission emphases and associated issues was distributed at the discussion session, but did not need to be referred to very often because the group interaction was so productive that nearly all topics were covered in the natural flow of discussion. All the sessions were taped.

Committee and teacher responses are discussed under the Commission emphases headings in Part Three of this report. Additional information on committee operation and participant opinion was obtained by attendance at development committee meetings, and observation and informal discussion at in-service courses.

Questionnaires were found to be helpful when used for specific purposes, such as the special studies of school-centred, long-term, and residential activities, and when information was being collected from other groups involved in teacher development. Two major questionnaire surveys of teachers on in-service education were undertaken in Victoria and Tasmania, and are discussed in Part Two of this report.

Information was collected from teachers to determine what factors other than Program activities contributed to their professional development, and whether there was any degree of interaction between these influences and their effects. An attempt was also made to find out what effect the Development Program had on the policies and operation of other groups concerned with teacher development, such as tertiary institutions, education departments, and subject associations.

This report is divided into six parts. Although there are some areas of overlap, each part functions almost independently of the other parts, and can be read as a separate piece of work. In each part there is a presentation of relevant information, followed by a discussion of the major issues which emerged - sometimes the discussion is placed at the end of a part, sometimes at the end of a chapter. The parts may be summarized as follows:

Part One: the evaluation project and the procedures used to fulfil the requirements of the evaluation brief;

an overview of the Development Program, incorporating three major thrusts - the inter-system principle, devolution of responsibility, and diversity;

operation of the Program in the States, including State and regional committees, types of courses, sources of initiation and communication;

the Program in relation to other sources of in-service provision, such as the systems, subject associations, and teachers centres.

Part Two: two surveys of teachers, in Victoria and Tasmania, covering opinions and experiences of in-service education.

Part Three: responses by development committees and teachers to seven issues identified by the Schools Commission as the major emphases of the Development Program.

Part Four: school-centred teacher development - general opinions of development committees and teachers, and descriptions of some school-centred activities and their outcomes.

Part Five: long-term courses - their role in the Program, some examples of courses offered, and participant reaction to them.

Part Six: a concluding statement comprising development committee interaction with the Schools Commission, strategies for future in-service provision, and recurring elements in the Development Program in its four years of operation.

2 - OVERVIEW OF THE DEVELOPMENT PROGRAM

This chapter focuses on the major thrusts of the Schools Commission Development Program, the nature of their impact and the extent to which the current achievement in in-service education can be attributed to the Program or to other sources, and future Program strategies.

The major thrusts of the Program are taken to be:

- (i) inter-system character of Program administration, organization, and implementation;
- (ii) devolution of responsibility to regional, school, and community levels;
- (iii) diversity of viable in-service alternatives for all teachers.

INTER-SYSTEM CHARACTER

The table which gives details of State involvement in the Development Program in 1976 (Chapter 3) shows an uneven pattern of participation by non-government teachers across the States. In New South Wales and Tasmania the percentage of non-government teachers taking part in Program activities is well below their proportional representation in the States' teaching forces. Non-government participation in Queensland, where the initiation and organization of courses lies largely in the hands of the Department of Education, is extremely high. Two probable explanations are that replacement funds have made it easier for non-government teachers to attend long courses (a major component in the Queensland program) and that there is a large number of education and teachers centres in Queensland which cater well for the local needs of non-government teachers.

The analysis of responses in the Victorian questionnaire survey (Chapter 3) showed that in-service education in general, and the Development Program in particular, were far more important to Catholic school teachers than to independent* school teachers. Catholic school teachers have been involved as participants rather than as course initiators or organizers, although they have taken full advantage of the funding for single school activities; this should give them the confidence and experience to take a more active role in the planning of general activities.

In some States, separate funding of in-service education has ceased or has been amalgamated with Schools Commission funding. In other States separate funding has continued for courses relevant only to government school teachers. The advent of the Schools Commission Program has given stimulus to the in-service orientation of the Catholic school system and independent schools directly, through the appointment of consultative teams and system in-service co-ordinators, and indirectly, by forcing system organizations to consider and formulate policies about teacher development.

The influence of the education departments is still very strong in the implementation of the Program in all the States, but departmental personnel have become more tolerant and appreciative of the actual and potential contribution of the non-government systems. The inter-system principle is working well at committee level and will continue to improve as non-government personnel acquire the knowledge and experience that will put them on a more equal footing with departmental people. At course level, there is only superficial interaction between the systems, except in some long courses where the heterogeneous background of the participants has been a contributing factor to course success, and in activities initiated by subject associations which have an established inter-system membership. Nevertheless it is essential that the majority of courses supported by Program funds should continue to be offered to all teachers, regardless of system, because the concept of equal development opportunity which is implicit in the inter-system principle is just as important as the explicit goal of system interaction.

---

* Except as noted in the footnote on page 13, the term 'independent schools' refers to non-government, non-Catholic schools.

However, the 'majority of courses' does not mean 'all courses'; there is room for greater flexibility in the Schools Commission policy on the funding of system courses. Exceptions have already been made, as in the case of single school activities; as long as a balance is maintained between systems, there is surely a place for a limited number of funded courses that are appropriate to one system only. For certain purposes, the systems could be regarded as groups with particular needs to be met; the Commission has continually stressed the importance of meeting the needs of such broad groups as teachers of migrants and disadvantaged children, young teachers, and isolated teachers.

It is evident from the comments of teachers and administrators, quoted throughout the report, that the increased opportunities for participation in development activities have been appreciated by people from all systems, and there are examples of some fruitful interaction between systems. Both the increased opportunities and the interaction are the direct results of Schools Commission policy, even if the interaction is less than anticipated. Without the Development Program the situation would have remained static.

DEVOLUTION OF RESPONSIBILITY

The Schools Commission has stressed the importance of the devolution of in-service responsibility, through the creation of regional development committees and the emphasis on the school community as a focal point for development activities. The Schools Commission was not alone in its support of a policy of devolution - education departments in most States were talking about, or had already implemented, a policy of decentralized administrative and operational responsibility by 1974. There was a general trend, stemming from sociological as well as educational sources, towards greater autonomy for the school as a functional unit, and greater responsibility for all those involved in the school's operation, including teachers and parents.

Regionalization of in-service education has become a practical reality throughout Australia, although many regional committees would like more independence and autonomy. The New South Wales central committee acted quickly in its implementation of this policy; granting the regions a high degree of autonomy has allowed the central committee to devote its time to other considerations, such as the initiation of in-service education strategies, the setting of Program objectives, and evaluation.

Decentralization of in-service responsibility has spread in a number of directions as a result of the Development Program. The establishment of education centres and support of teachers centres have facilitated the active involvement of teachers and community members at the local level; the funding of activities has enabled professional associations to increase the number, range, and quality of their in-service course offerings; and the achievements in the area of school-centred teacher development would have been on a much smaller scale without Program support.

The Victorian questionnaire survey showed that the principal influences on teachers in the context of introducing changes in teaching methods or approaches were in-service activities, other teachers, and self-motivation. It is likely, then, that the in-service education format with the greatest potential for sustained and continued teacher development is the school-centred activity. A comment from a teacher who took part in a school-centred activity echoes the feelings of many others.

> The availability of funding and assistance in organizing in-service activities has been of immense benefit to all who have participated. If nothing else, teachers are thinking, and even if they have been doing this before the Schools Commission came into being, they seldom got the chance to express themselves; nor did such thinking ever have much of a chance of actually influencing policy and decision-making.

The reports from teachers, principals, organizers, development committees about school-centred activities have been positive and enthusiastic about the strategy. There have always been such activities in schools, but Commission funding has enabled schools to tackle more ambitious programs, and the success of the funded activities has carried over into the non-funded area and stimulated development there. It seems to have brought about significant changes in staff attitudes and in school policies, organization, philosophy, curricula.

Whether this strategy is as sound as it may appear has yet to be proven. Are the changes worthwhile in terms of the school's educational offering, do innovations have a real chance of surviving and developing, is the creation of a cohesive staff attitude just a pleasant excess of bonhomie that does not really affect what goes on in the classroom? There have been few attempts to undertake long-term evaluations of school-centred teacher development. As Ingvarson (VISEEP, 1976b: 41) said, further development and research is needed in this area 'if the concept, which has such obvious practical rationale, is not to sink to the status of another passing fad'.

A distinctive feature of the Development Program's policy of devolution of responsibility is its recognition of the role of parents and the community. Education centres were so called to underline the belief that the centres were not for the sole use of teachers. Sections on school-centred in-service education in the Commission reports stressed the importance of including, where appropriate, all interested members of the school community, not just the teaching staff. Commission policy has been implemented in practice - parents have been included in a number of school-centred activities, and community members make good use of many of the education centres. As with the implementation of the inter-system principle, it has been difficult to break through entrenched divisions and establish productive connections. The parents most intimately involved in the Program are the representatives on development committees, and they are constantly frustrated by the slowness of the infiltration of the Program 'message' into parent ranks. But, from the outside, it is clear that progress is being made - the parent voice has become more confident and knowledgeable, and is recognized by teachers as a contributor to, rather than a challenger of, in-service education.

DIVERSITY

The school-centred approach has been favoured by in-service educators because it has many of the advantages and few of the disadvantages of other in-service strategies - teacher commitment to a program is more likely when the program is centred around his work situation and involves the staff group, and objectives are more likely to be achieved in the school situation, where follow-up, continuity, and support are more easily provided.

However concentration on this strategy alone could lead to a host of deprived rather than enriched teachers. Not all schools can run successful programs, and few schools could provide sufficient input and stimulus to satisfy all the development needs of teachers. A diversity of in-service offerings has certainly been a feature of the Development Program. It has been a 'famine to feast' situation - indeed many teachers passed through a stage of fascination with the vast array to a stage of bewilderment and, finally, aversion.

The Schools Commission created the development committee structure and passed to it full responsibility for administration of the Development Program. Few committee members had experience in administration of this kind, and in the early years were totally preoccupied with the immediate problems of sorting through applications, coping with the intricacies of financial operation, and establishing some sort of communication system. There was plenty of money, and all applications that satisfied the rudimentary selection criteria were able to be funded. It was inevitable that this would happen, and inevitable that criticism would be made of the looseness of this approach and the licence it gave to the short, self-contained, often ill-planned course.

> At best, this scatter-shot approach to the important problem of continuing education of teachers is valuable in fostering individual initiative for professional growth and in promoting the importance of in-service change and development throughout the teaching service generally. At worst, it becomes an expensive, largely ineffective, sporadic, piece-meal tinkering with curriculum and teacher education. (O'Hare and Thiele, 1977:3)

> My criticism of the current program is that there are too many teaspoonsful, too many one-day stands, too many adult 'show and tells'. (State committee member, Victoria)

The era of diversity was necessary, but development committees, guided at a distance by the Schools Commission, have realized that this must be followed by an era of discrimination. A co-ordinated approach to the continuing education of teachers is required - to involve the interactive co-operation of groups (such as schools, community, colleges of education, and teachers centres) whose previous involvement in the Program has tended to be haphazard rather than planned. An approach such as this would result in the formulation and implementation of strategies of in-service education which would cut out the dead wood from the past and encourage new growth in carefully selected directions.

3 - OPERATION OF THE DEVELOPMENT PROGRAM IN THE SIX STATES

INTRODUCTION

For some years prior to the publication of the report of the Interim Committee for the Australian Schools Commission (1973), State education departments had been conducting in-service education programs. Courses were provided for primary school teachers to up-grade their qualifications. There were administrative courses for senior teachers and principals, and courses for classroom teachers (mainly primary) organized by inspectors or regional directors, usually in a lecture/discussion format. The main purpose of many of these in-service courses was to introduce teachers to the new curricula which flooded the educational market in the late sixties and early seventies. In Queensland, for example, the Education Department began to run annual vacation courses - by 1971, over 2200 primary teachers were being catered for each year in 39 courses. Education departments varied in the degree to which they supported travel and accommodation and often the financial responsibility lay with the teacher.

Very little in-service education was available to teachers in non-government schools, although they were sometimes invited to attend the State run courses. The Catholic education system initiated some in-service activities - religious orders ran courses for their own teachers, and some large conferences were held (for instance, in New South Wales a large four-day conference took place in the May vacation each year to update the teaching skills of 2000-4000 teachers). The Independent Schools Education Committee (ISEC)*was founded in Western Australia in 1968 'to provide opportunities for closer contact among independent school teachers by encouraging the further development of professional competence among teachers'. Between 1968 and 1974, ISEC organized 200 lectures and workshops for teachers, which were subject and skill-based.

Education departments did not provide as much in-service education for secondary as for primary teachers. (An exception to this was the Technical Schools Division of the Victorian Education Department.) The needs of secondary teachers were mainly catered for by subject associations, which performed a valuable service by initiating local in-service activities and national conferences. Secondary teachers also enrolled in formal education courses offered by tertiary institutions.

Advisory teachers and consultants have been increasingly used since the 1960s to service the development needs of primary and secondary teachers. In some areas, particularly in the country, teachers formed their own self-help groups, and organized after-school sessions with displays of work and with teachers as speakers. Mutual aid groups functioned in country districts in Queensland - 'principals, and sometimes teachers, met to plan work, prepare teaching aids, exchange ideas, and to gain professional and social alleviation of their isolation'. Some teachers centres were established, organized by groups of teachers in local areas, again for the purpose of self-help. The Tasmanian Government supported the establishment of three teachers centres, which provided a range of in-service help for teachers.

---

* ISEC includes in its membership, Catholic, non-systemic schools. Elsewhere in this report the term 'independent school' refers only to non-government, non-Catholic schools.

In 1967 a special committee, appointed by the Victorian Education Department, produced its report and recommendations on in-service training and education. South Australia (Education Department, 1971) had its own Karmel report on in-service education, following a decade of active involvement in the area. A committee was formed as recommended in the report, with an inter-system basis and with tertiary and teacher representation. The committee met three times a year to consider applications for one-day and residential programs. (In 1973, 694 residential and 131 non-residential courses were approved.) The in-service activities held at Raywood, the residential in-service centre founded in 1966, received praise from teachers and administrators throughout Australia.

However, despite a growing awareness of the need to provide for the continuing education of teachers in the States, many teachers prior to 1974 had no experience of in-service education or their experience was limited to short lecture/discussion sessions imposed on them (for their own good) by the upper echelons of the education departments.

NEW SOUTH WALES

Administrative Structure

State. In 1974-75 the Development Program was administered by an interim committee with four government and three non-government representatives. At the beginning of 1976, this committee was superseded by the State Development Committee, which has a membership of sixteen, meets three times a year, and deals with policy formation and surveillance. The membership of the committee is as follows:

5 - Department of Education (administrative sector)

4 - Catholic Education Commission (two from administrative sector, one from tertiary college, one principal)

3 - associations for heads of Independent schools

1 - Teachers Federation

1 - Joint Council of Professional Teachers Associations

1 - non-government non-systemic schools not represented (from tertiary institution)

1 - Federation of Parents and Citizens Associations.

The State committee has divided itself into five sub-committees, which meet once a month and are responsible for different areas of committee operation. The finance and budgeting sub-committee exercises budgetary control over funds, critically appraises financial aspects of applications and additional requests for funds from regions. The planning and evaluation sub-committee monitors the achievement of stated Program objectives for each year, and collates and examines information received from regions. The administration sub-committee puts into effect the policy decisions of the central committee (e.g. media vans, study grants, teachers centre allocations) and maintains liaison with regional service officers. The innovations sub-committee proposes and monitors new types of in-service activities (e.g. task forces, longer courses). The publications sub-committee assumes responsibility forthe publication and dissemination of reports, including appropriate regional publications.

In 1976 a teacher from an independent school was seconded to the in-service branch of the Department of Education to help with the operation of the Development Program, particularly in liaison with independent schools. The central committee also appointed a resources officer to produce and co-ordinate resources for development activities and to provide assistance to regions.

Regional. The eleven regional committees have been in operation for several years and have the use of 90 per cent of the State's allocation for development activities. They have complete financial control of local activities and send to the central committee monthly reports which give details of activities and expenditure. All have government and non-government systems and teacher representation (although, in most cases, administrators far outnumber teachers); some have appointed representatives of parent organizations, teachers centres and tertiary institutions. The size of committees varies from eight to twenty-six members. Like the central committee, many regional committees have created sub-committees to deal with different aspects of Program operation. Carrying decentralization further still, district and subject committees with inter-system representation have been formed in many regions to stimulate local initiative. Regional committees often work closely with local teachers centres, colleges of advanced education, consultants and advisers. The regional program could not operate without the administrative and clerical assistance provided by regional officers. Typical organization would comprise a regional services officer, with a professional assistant, a typist, a clerical assistant, and a general assistant from the professional services centre. Figures 1 and 2 represent the operational frameworks of two regional committees.

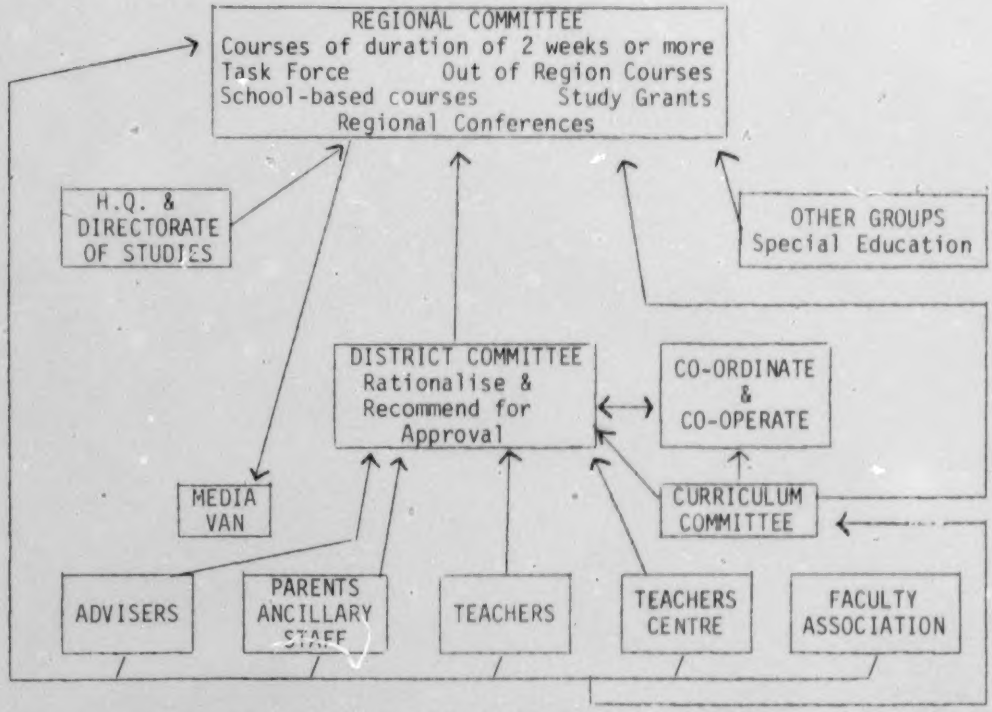
REGIONAL COMMITTEE
Courses of duration of 2 weeks or more
Task Force
Out of Region Courses
School-based courses
Study Grants
Regional Conferences
H.Q. & DIRECTORATE OF STUDIES
OTHER GROUPS Special Education
DISTRICT COMMITTEE Rationalise & Recommend for Approval
CO-ORDINATE & CO-OPERATE
MEDIA VAN
CURRICULUM COMMITTEE
ADVISERS
PARENTS ANCILLARY STAFF
TEACHERS
TEACHERS CENTRE
FACULTY ASSOCIATION

FIGURE 1. ADMINISTRATION OF A REGIONAL DEVELOPMENT PROGRAM, NEW SOUTH WALES

(i) Courses

	OPERATION	ADMINISTRATION
COURSE PROPOSER	1.* Originate proposal	5. Arrange details of the course
INDIVIDUAL TEACHER	6. Respond to advertising 10. Hold activity	11. Mark rolls 12. Certify claims
SCHOOL etc		
	COMMITTEE	REGIONAL SERVICES OFFICER
REGIONAL LEVEL	2. Balance of resources and allocation 3. Decision on funding 7. Selection of participants 14. Review evaluation of courses program	4. Advertise course 8. Reply to applicants 9. Rolls and claim forms to organiser 13. Process and pay claims

(ii) Within-school Grant

	COMMITTEE	ADMINISTRATION
SCHOOL LEVEL	1. Develop proposal 7. Hold activity 11. Evaluate activity	6. Complete organisation 8. Pay costs 9. Complete certificate
	COMMITTEE	REGIONAL SERVICES OFFICER
REGIONAL LEVEL	4. Decide priorities 12. Evaluate Programs	2. Register proposal 3. Summarise proposals for committee 5. Prepare grant cheque and certificate of expenditure 10. Acquit expenditure

* Numbers refer to sequence of operation.

FIGURE 2. ADMINISTRATION OF A REGIONAL DEVELOPMENT PROGRAM, NEW SOUTH WALES

Committee Policies and Priorities

In November 1975, at the meeting of regional chairmen with the State committee, a draft statement of needs, aims and objectives for 1976 (and a similar one for the triennium 1976-78) was formulated, and later a definitive form was produced by the State chairman. Each aim had subsections detailing specific objectives and the evidence of attainment required. Information about evidence of attainment was sent to the State committee at the end of 1976 (see Appendixes III and IV). The preparation of the needs, aims and objectives statement for 1977 demonstrated greater regional involvement. Regional chairmen had consulted their own district committees, principals, regional officers and advisers, and came to the meeting with a clear idea of the in-service needs in their area. The resultant statement 'produced a level of commitment that is the lowest common denominator, which some regions will go way beyond' (State committee member). The aims for 1977 were (i) increase in emphasis on school-based activities (activities that are within and beyond schools that meet school-based needs), (ii) development of regional support services (e.g. training of resource teams and production of materials to support school-based development programs), (iii) consolidation of administration (e.g. further integration of professional services centres and teachers centres into the operation of the Development Program), (iv) courses for school executives, (v) expansion of the scope of development activities (e.g. consultancy training courses, community involvement, ancillary staff training, innovations, assistance for isolated and minority groups), (vi) refinement of activity approval and evaluation procedures, (vii) experiences not available within the school (e.g. teacher exchange, interstate and international visits).

Members of both central and regional committees reported an increasing emphasis on within- and between-school activities.

> We are encouraging schools to set their own objectives and areas of need, and plan what courses will be attended. I would hope that by 1982 most in-service work will be done in school. (State committee member)

As well as the general statement of aims, individual regional committees have developed their own policies and priorities. The policy of one committee is simple and straightforward.

> We aim to cater for all teachers and all areas. Our program is not a hotch-potch, as some critics say, but the result of a planned strategy, because New South Wales has tended in the past to support certain areas at the expense of others.

Another committee, propounding the same policy, categorizes the different content areas, and graphs the allocation of expenditure in time and number of participants to each area in the form of a huge coloured chart.

> This facility helps the committee to make a judgment on funding and non-funding of courses as they are proposed, and a balanced program is maintained.

A country committee sent a questionnaire about regional in-service activities to each school, with a request that the total staff discuss the points raised and forward their opinions to the committee. The questionnaire sought to identify unmet needs, successful and unsuccessful courses, and possible alternatives to the present in-service program. The 1977 Program emphases in this region were based on the outcomes of this survey.

Some committees publish the criteria they use to select participants for restricted courses catering for less than ten participants. One committee requires a statement of teaching experience and the relevance of the course to the applicant; another committee selects on the basis of the educational responsibility of the applicant, other courses attended, any priority indicated by the principal, organizations to which the applicant belongs, and special interests.

Types of Courses, Attendance Rates, Sources of Initiation

Long courses (more than two weeks in duration). In 1976, one year-long course for teacher librarians was held, and eight courses, mainly subject-based, of 10-30 days were conducted. The proportion of government to non-government teachers participating in these courses was approximately equivalent to their representation in the teaching force as a whole.

Short courses. The following table shows the number of courses and participants for 1975-76.

		1975		1976	
No. of courses:	central	144	(5%)	127	(3%)
	regional	2,884		3,574	
No. of participants:	government	57,186	(85%)	54,641	(87%)
	non-government	10,112	(15%)	8,179	(13%)

Nearly 700 more courses were offered in 1976 than in 1975, with the central committee showing a decreased involvement. The number of teachers attending courses decreased (by 4,478) in 1976, and the involvement of non-government teachers dropped to 13 per cent (much lower than their 20 per cent representation in the total teaching force).

Allocation of funds. The following table shows details of expenditure for 1975-76.

	Expenditure % of total 1975	1976
Courses	85.0	88.7
In-service grants	4.9	1.3
Resources and equipment	5.3	7.7
Teachers centres	1.5	1.6
Professional teachers associations	0.25	0.3
Advertising and publications	2.9	0.4

There was an increase in expenditure in 1976 on courses and resources and a decrease in expenditure on grants and publications.

Attainment of objectives. The regional returns at the end of 1976 indicated to what extent the objectives set for the year had been attained (see

Appendix IV). The results may be summarized as follows:

(i) 69% of teachers in the State had attended an in-service course during the year, exceeding the target of 60%;

(ii) 80% of courses had derived from requests of individual teachers or groups of teachers, exceeding the target of 60%;

(iii) the same proportion of courses was held out of school time in 1976 as in 1975, as required (in school time: 44%; out of school time: 37%; partly in school time: 19%);

(iv) 9% of schools had undertaken a within-school program, 6% below the target;

(v) 0.8% of teachers participated in longer courses, less than the target of 1% (participation was nil in three regions);

(vi) 76% of teachers in one-teacher schools attended an in-service course, exceeding the target of 50%;

(vii) more than 50% of recipients of study grants in 1975 became involved in regional programs;

(viii) seven of the regional committees reached or exceeded the required 5% of activities to be held in association with professional services or teachers centres.

Sources of initiation. Although it is stated that 80 per cent of courses derive from requests from teachers, it is not clear how many submissions come directly from teachers, and to what extent teachers are involved in the subsequent planning and organizing of courses. Regional committee responses revealed a variety of approaches to teacher involvement in the operation of the Program.

A country committee relies on its 29 local development committees of teachers to propose, structure, and conduct courses, with assistance when required from the regional services officer and professional assistant.

> Course organizers are always teachers; teachers must be involved in course program development; endeavour is made to use teachers as lecturers and resource persons; workshop sessions featuring teacher leadership characterize many activities.

A metropolitan region uses consultants to help teachers prepare submissions for courses in school hours, and these submissions are predominantly from the government sector. Non-government teachers are more involved in the planning of courses out of school hours. All courses of this type are submitted to teachers centres, which have an inter-system committee, and the proposals which are then put forward to the regional committee are automatically approved.

A metropolitan committee calculated that 89 per cent of the courses it approved resulted from teacher initiative. Sixty per cent of those were from district and subject committees, 25 per cent from teachers centres, and 15 per cent from individual teachers and schools.

A country committee relies heavily on its district and faculty associations, staffed by teachers. These committees seek requests for activities from teachers, return lists of proposals for teachers to indicate preferences, develop submissions according to priorities expressed, meet with other district/faculty and regional committee representatives 'to discuss priorities, needs, quality, and content of proposals', and send final lists to the regional committee for ratification.

Communication

Both State and regional committees produce comprehensive booklets containing information on administrative structure, policy, and procedures, which are widely circulated. The State committee publishes in-service reports, and circularizes brochures which give guidelines and information about in-service grants, involvement of parent and community groups, task forces, and within-school activities. The State committee is compiling a register of resource persons in tertiary institutions, commerce, and industry.

In the regions, communication with schools is maintained in a variety of ways, mostly in the form of written information. Calendars, broadsheets, newsletters, and bulletins are issued once a year, term, or month. Teachers centres also send in-service information to schools. Some committees publish reports of successful courses. One committee remarked that teacher involvement in in-service courses had increased the local publication of collated notes, which it felt 'reflected the spirit and endeavour of local teachers to tackle aspects of new curricula', such as a visual arts notebook, a science journal, and a local history resource guide.

A metropolitan committee commented that 'while written information is important, oral and face-to-face communication is most important'. Three times a year the chairman and professional assistant meet with representatives (mainly consultants and advisers) from district infant, primary, and secondary areas, and teachers centres. At these meetings 'courses mounted in the previous term are discussed in detail, overall policies such as conference policies are discussed and the needs of teachers as expressed to advisers, to teachers centres and so on are examined'. In another metropolitan region the committee chairman, dissatisfied with the effect of written communication with schools, planned in 1977 to meet personally every principal and senior mistress in his region.

The principal was recognized by committees as an important link in the chain of communication. In some schools, the principal assumed full responsibility for disseminating information about in-service activities and determining which of his staff should attend the activities; in other schools, responsibility for co-ordination and communication was delegated to a senior or assistant teacher.

QUEENSLAND

Administrative Structure

State. The State Development Committee has 26 members, with the following pattern of representation:

11 - Department of Education, administration (Assistant Director-General, chairman)

5 - Catholic Education Office

3 - Association of Independent Schools

2 - Sub-normal Children's Welfare Association
1 - Queensland Teachers Union
1 - Schools Commission
2 - Parents organizations
1 - Education centre.

The two parent representatives were invited to join the committee in mid-1976.

The State development sub-committee was appointed to receive submissions and make recommendations on funding and policy to the State committee. Both committees meet once a month. The sub-committee has a membership of nine - three representatives from the Department of Education, two from the Catholic Education Office, one from the Association of Independent Schools, and three from teachers associations (government and non-government). All but the teachers association members are also on the State committee.

Two members of the sub-committee, the in-service co-ordinators for primary and secondary education within the Department of Education, were given the major responsibility for administration and operation of the Development Program. As the co-ordinators are also responsible for the State-funded in-service program, assisted by 16-member standing committees, there is a considerable overflow of ideas from one in-service sector to the other. In mid-1977, a full-time secretariat (a senior executive, and clerk/typist) was appointed by the State Development Committee to handle the increasing volume of submissions to the sub-committee and 'to improve the information, administrative and clerical service to both committees'. This appointment has enabled the in-service co-ordinators to give more time to their other important role, the planning and initiation of programs. In mid-1976 and in early 1977, two more in-service co-ordinators were appointed to represent Catholic system and independent schools, and they have played an important part in increasing the involvement of the non-government sector in the Program.

Regional. Decentralization of the Development Program in Queensland has occurred at different rates and in different ways. In some regions there has been no official development committee - 'We have never been committed to a policy of formal committees. Small committees are formed as the need arises'. Where they do exist, the regional committees are entitled in-service co-ordinating boards, and their membership varies from three education department administrators in one region, to a 24-member committee in another, with representation from government and non-government employing authorities, tertiary institutions, teachers unions, education centres, advisory teachers, principals associations, and classroom teachers. The first co-ordinating board was established in Darling Downs as a result of the Hayes report (1973) and served as a model for other regions.

One co-ordinating board listed its functions:

(i) facilitate passage of submissions to State development committee;
(ii) approve submissions for immediate funding at the regional level;
(iii) co-ordinate in-service activities in the region;
(iv) foster the development of education centres in the region.

Education centres have played an increasingly important part in regional development work.

In 1977, co-ordinating boards were given $10,000, half of which was to be used for funding ad hoc programs, the other half for school-based programs costing less than $500 (submissions for more expensive programs were passed on to the State committee for funding). During the year, at the instigation of the State committee, in-service co-ordinators were appointed in most regions, to facilitate regional administration of the Development Program.

In mid-1977 the State committee issued policy guidelines for decentralization, which recommended that each of the nine regions should set up a representative committee, to be called the Regional Branch of the State Development Committee. Each region will be represented on the central committee, which will meet once a term and 'will continue to formulate overall policy, determine leadership and daily allowance and travel rates, and through its secretariat, be responsible for recording and accounting of all activities'. The regional committees will be required to report bi-monthly on actual, committed, and proposed expenditure. The allocation to the regions in 1978 will be three to four times greater than the allocation for 1977.

Committee Policies and Priorities

One of the first actions of the central committee after its formation was to appoint a sub-committee to survey teacher needs, which resulted in the publication of the Briody report (Queensland. Department of Education, 1974). The recommendations of the report were taken up by the committee, and courses were initiated for young teachers, and teachers of migrant and aboriginal children. The committee decided to put half its funds into longer courses to cater for experienced teachers in metropolitan and country areas. Longer courses, centrally initiated but often regionally organized, remained the focus of the development program in Queensland until 1977. In that year the central committee felt that it should 'set its own house in order', and devoted much time in committee meetings to policy discussions. These discussions and the outcomes of a conference held in November 1976, on the role of the State Development Committee (with submissions from subject associations, teachers unions, education centres, regional committees, individual teachers, advisers, inspectors), led to the publication of a series of policy statements and guidelines on decentralization, the funding of national conferences, and the implications of the inter-systemic foundations of the Program, with particular reference to the planning of courses.

The State Development Committee, Queensland, has adopted the two following statements as the basis of its more detailed policies:

1 It is highly desirable that applicants who seek funds from this Committee should, prior to making application, form an inter-systemic planning committee. An inter-systemic planning committee is one composed of representatives of State, Catholic, and of non-systemic non-government schools. In geographical areas, where all systems are not represented, then committees composed of available systemic and non-systemic representatives will suffice. Such committees need not be formed in relation to school-based in-service applications.

2 Programs or courses designed by such committees should be open to all members of the school communities in all types of schools.

This statement appeared in a document of policy statements for the guidance of applicants. In the same document the outline of an appropriate submission form was given, based on the criteria used by the central committee for the approval of activities.

> In considering eligibility for funds, the following criteria will be used, and it is strongly suggested that submissions be organized in similar fashion:
>
> (i) Title, date, venue of program.
> (ii) Originator of program: reputation, suitability of the organization or person involved. Is the organization or person the best one to deal with the proposal?
> (iii) Need and purpose: Does the need exist? What is proposed? Is the purpose clear and definite and well documented?
> (iv) Audience: For whom is it designed? Has it wide application? Open to all? Number likely to attend?
> (v) Staffing: Quality of leadership? Other assistance, resource people, consultants, observers, clerical?
> (vi) Time and location: Dates of program? Centre? Residential? Non-residential?
> (vii) Program: Well planned and documented? Methods to be used, e.g. conference; seminar; workshop; field trips (any organization including field trips in its program is required to submit full details substantiating the needs for such trips). It is important that in-service programs be based on sound principles of adult education. All submissions will be expected to show that the organizers have designed the program so that effective learning is encouraged.
>
> Pre-program participant involvement should be encouraged. Follow-up to programs should be considered and integrated into designs. Provision should be made for the effective evaluation of the activity.
>
> Anticipated costs of program: budgetary details of lecturers' fees; travel costs of leaders and participants; daily allowance (as per scale); other costs - clerical, printing, postage, telephone. (Incomplete submissions could result in unnecessary delays in acceptance of applications.)
> (viii) Unless exceptional circumstances exist, applications for approval in retrospect will not be considered.

Although long courses are still an important part of the Development Program in Queensland, there is a strong trend towards the encouragement of school-based activities, as can be seen from the regional allocations for 1977, half of which were to be used for school-based programs.

Another aspect of teacher development which is regarded as a priority by the State committee is the advisory teacher service (allotted 11 per cent of the budget in 1977).

Types of Courses, Attendance Rates, Sources of Initiation

The funds for development activities in 1976-78 (projected) were allocated by the State committee in the following way (given as percentages of the total allocation for development activities).

	1976	1977	1978
Long-term release programs	46.6	34.1	20.0
Short-term programs (intra-state) and national conferences	34.2	43.3	24.0
Regional programs (including school-based)	11.5*	8.0	36.0
General administration and advisory services	7.7	14.6	20.0

---

* In 1976 this percentage referred to school-based programs only; other regional programs were included in the percentages for short and long-term programs.

This table gives a clear indication of emerging State committee priorities, with much stronger support being given to regional activities and to administration and advisory services, with less emphasis on long-term courses and centrally funded short courses.

The attendance figures for 1976 were: government teachers, 69 per cent; non-government teachers, 31 per cent. The non-government involvement is proportionally very high. Since 1974 Queensland teachers have attended more courses out of school hours than in school hours.

In 1976, attendances at primary and secondary long-term release programs were:

(i) Whole Term Release Program - 95 teachers per term, 285 teachers per year, a total of 17,100 teacher days (primary);
(ii) In-depth Curriculum Studies Program - 105 teachers attending six courses of five weeks duration at five venues throughout the State, 630 teachers attending courses of five weeks at five venues, a total of 15,750 teacher days (primary);
(iii) Professional Development Program (12-16 weeks) - 62 teachers (secondary);
(iv) Resource Teachers Program (16 weeks) - 24 teachers (secondary).

Sources of initiation. In 1976 the organizers of in-service courses, in order of frequency, were subject and teacher associations, education centres, schools, co-ordinating boards and central departmental branches, tertiary institutions, and the Catholic Education Office. There has been an upsurge in applications from education centres and schools. Subject and teacher associations have always taken an active part in the Program but in the period July 1974 - June 1975, education centres were at the bottom of the list of applicants and schools did not appear at all. At the top of the list at this time were tertiary institutions and the Department of Education, along with subject and teacher associations.

Communication

Communication has been a particularly acute problem in Queensland where there has been such a strong central focus in the Development Program. The primary and secondary in-service co-ordinators took it upon themselves to establish channels of communication within the State, as well as bearing the administrative load and helping to initiate and develop programs. When the co-ordinating boards were being established, the two in-service co-ordinators attended regional meetings, but by 1976 this had become an impossible task and contact could only be maintained by phone. The appointment of regional co-ordinators was a necessary step. The following diagram was drawn up by one regional committee to 'illustrate the important liaison function of the regional in-service co-ordinator in the communication network'.

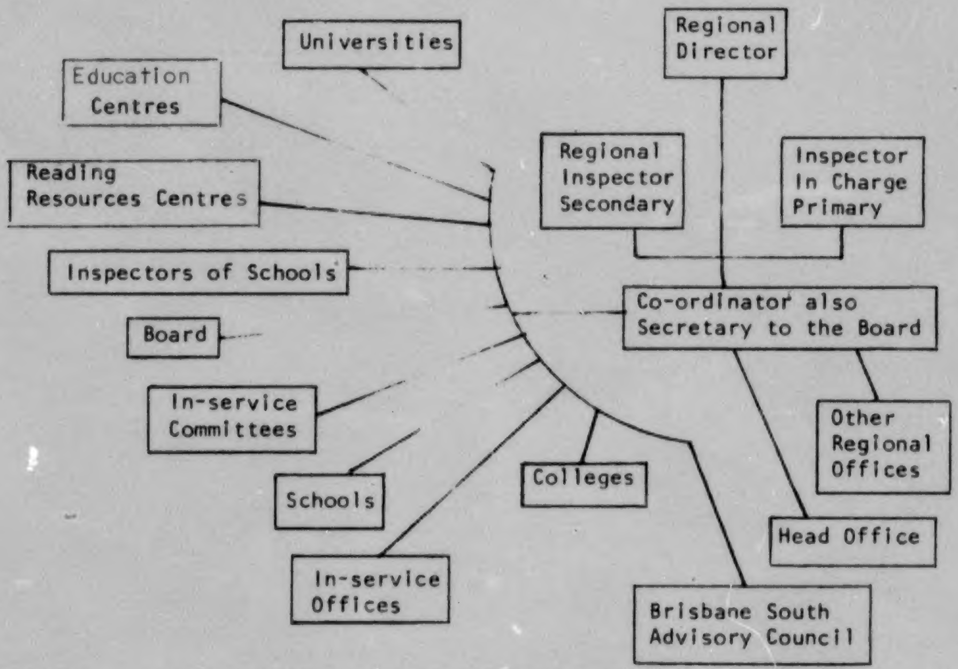
Universities
Regional Director
Education Centres
Reading Resources Centres
Regional Inspector Secondary
Inspector In Charge Primary
Inspectors of Schools
Co-ordinator also Secretary to the Board
Board
In-service Committees
Other Regional Offices
Schools
Colleges
Head Office
In-service Offices
Brisbane South Advisory Council

FIGURE 3. ADMINISTRATION OF A CO-ORDINATING BOARD, QUEENSLAND

In mid-1977 the State committee suggested that schools should be encouraged to appoint in-service officers to strengthen the communication network and to facilitate the development of school-based programs.

Prior to 1977, co-ordinating boards often expressed dissatisfaction with the channels of communication to the central committee - they felt frustrated because of their ignorance of current developments and because of the lack of clear policy directions from the State committee. The trend towards increased decentralization in 1977-78 and the publication of policy statements and guidelines has helped to overcome this frustration.

The in-service co-ordinators for Catholic and independent schools have opened up channels of communication in the non-government sector, through written and personal contact. The system advisory teachers not only carry out considerable development work in the schools but also serve as disseminators of information about the program as do the inspectors.

The State development sub-committee, in a further attempt to overcome communication barriers, has given each of its members the responsibility for some aspect of information dissemination. The six areas are:

(i) advertisements on school-based programs in teachers journals and newsletters;
(ii) the collation and publication of policy statements;
(iii) the involvement of regional in-service co-ordinators;
(iv) summaries of funding approvals in teachers journals and newsletters;
(v) dissemination of information on available reports of programs and resource kits;
(vi) encouragement to schools to appoint in-service officers and committees.

SOUTH AUSTRALIA

Administrative Structure

State. In 1976, the State committee adopted the title, Services and Development Committee (SA), and introduced regionalization. Five regional committees were established and these will be increased to nine by 1978.

The membership of the State committee is as follows:

1 - Director of Educational Services (Chairman)
3 - Education Department, Schools Directorate
2 - Catholic Education Office
2 - Independent Schools Board
2 - South Australian Institute of Teachers
1 - Raywood In-service Education Centre
3 - Parents organizations (State, Catholic, and independent schools)
1 - Community
1 - Regional directors of education
1 - Schools Commission
3 - Education Department, Education Services.

Until July 1976, the State committee operated with twelve members. Newly-admitted representatives are those from parent groups, the regions and the Schools Commission.

The main functions of the State committee are to recommend on policy, to conduct feasibility studies, to promote and monitor the activities of the regional committees, and to administer State-wide activities, interstate and overseas programs, system-initiated activities, and special projects.

Regional. The State committee recommended that the membership of the regional committees should be as follows:

1 - Regional Director (Chairman)
3 - Education Department, Schools Directorate (regional)
2 - South Australian Institute of Teachers
1 - Catholic schools
1 - Independent schools
3 - Parents organizations (State, Catholic, and independent schools)
1 - Community
1 - Education centre
1 - State working party committee.

The main functions of the regional committees are to recommend:

(i) on priorities for the expenditure of the regional budget allocations within the approved State policy;

(ii) on allocations to specific activities within the Services and Development Program;

(iii) to the State committee on possible policy changes; and

(iv) approval for development activities of a regional nature.

The committees generally meet three or four times a year. The burden of administrative responsibility falls on the working party, which is a subcommittee of the main committee, and usually meets at least once a month (although the working party of the State committee frequently meets once a week). In some regions the regional director, as chairman of the committee, takes sole responsibility for approving applications which involve funding of less than $400. This action is taken with the approval of the committee to enable such applications to be dealt with quickly without increasing the number of committee meetings. Up to three Principal Education Officers (PEOs) may be on regional committees and they play a major role in the operation of the Program.

Committee Policies and Priorities

The working parties of State and regional committees make decisions on policy and priority issues. During 1976-77 the State committee issued a series of policy statements and amendments, covering a range of issues such as types of courses, submission forms, participants.

> While residential conferences will continue to be regarded as an important teacher development activity, residential conferences will normally only be funded where the conference organizers have furnished evidence of clear and detailed planning of their

> aims, organization and evaluation of the proposed residential conference and its relationship to a total, planned, articulated, systematic teacher development program.
>
> When a conference organizer applies to have a conference designated a working conference (i.e. system-initiated) he or she should justify the request (in writing) by providing the following:
>
> (a) a detailed statement of the grounds on which the employer proposes to initiate and direct teachers to attend the proposed conference,
>
> (b) extensive details of the proposed program,
>
> (c) a statement of the expected outcomes of the proposed conference.
>
> Programs which demonstrate that the activity is part of an on-going program of school community development in some form may be given a high priority. 'One off' unrelated activities may be given a low priority.
>
> Since the school should be regarded as the unit of focus for in-service education and since programs should not only be based on a particular school, but also in that school, each school should be encouraged to initiate its own development program. Each school should be encouraged to establish a development committee, representative of the different levels and sectors of the school community appropriate to the activities planned.

Working parties of regional committees have devoted much of their time to the determination of priorities. One committee drew up nine-point lists in four areas - content, method, participants, organizer - and a priority order was established for each area by committee members. At the end of the first year of committee operation, there had been no need to refer to it because the number of applications received had not exceeded the funds available.

> The over-riding factors are what have we got in kitty and where are we on the calendar. It would be a pity if the need for an activity arose and there was no money available. (regional committee chairman)

The State committee has tried to encourage organizers to consider a series of activities at regular intervals rather than block-time courses, and a non-residential rather than a residential conference format, but the proportion of residential courses is still much higher than in the other States. It has encouraged applications for school-based activities by publishing a list of 15 possible strategies for such a program:

(i) after school workshops;
(ii) total staff workshop sessions with visiting consultants;
(iii) subject groups within the school conducting workshop sessions with visiting consultants and advisory teachers;
(iv) teacher development programs run in conjunction with Principal Education Officers and personnel from tertiary institutions;

(v) school-based development programs run in conjunction with Specialist Services Branch personnel;
(vi) workshops which expose the staff to the views of such persons as employers, community representatives, parents, etc;
(vii) inter-disciplinary workshops;
(viii) total school staff conferences;
(ix) teacher induction;
(x) school-based curriculum evaluation;
(xi) total school program evaluation;
(xii) course evaluation;
(xiii) school community decision-making;
(xiv) development and use of non-professional staff and non-school community resourses;
(xv) preparation of school-based curriculum materials and resources.

Types of Activities, Attendance Rates, Sources of Initiation

The following table shows costs and attendance rates of activities catered for in the Development Program in 1975 and 1976.

Type of activity	Number of activities		Participants		Cost	
	1975	1976	1975	1976	1975	1976
Residential						
State	210	171	6,854	5,776		
Regional	16	48	459	1,567		
Total	226	219	7,313	7,343	$237,375	$418,574
Non-residential						
State	554	460	19,475	19,267		
Regional	168	171	4,270	7,218		
Total	722	631	23,745	26,485	$115,792	$214,228
Interstate conferences						
Education Department			165	108		
Catholic Ed. Office			27	19		
Independent schools			29	24		
Total	35	32	221	151	$39,906	$36,172
Overseas visits	10	11	16	12	$9,097	$6,743
Special projects	44	81			$232,828	$51,810

The number of special projects funded almost doubled in 1976. These projects included interstate study or observation tours, radio programs, development of resource materials. The high degree of expenditure on special projects in 1975 resulted from two decisions of the State committee. Seventeen 'cost' centres of development activity were identified (e.g. Wattle Park Teachers Centre, Catholic Education Office) and grants of $7,000 were made for the purchase of equipment, and $60,000 was allocated to a comprehensive reading program (which included sending two teachers to England to do a special reading course).

Because of the establishment of regional committees, there was an increased regional involvement in activities in 1976, which would be expected to continue in 1977, when regional committees were granted a greater proportion of the funds.

Overseas and interstate attendances at conferences decreased in 1976, because they had a smaller allocation in the budget. A central committee member commented that when the Program started, the committee had difficulty in spending the annual allocation so that interstate and overseas visits were an easy answer to the problem. Some regional committees faced the same problem in their first six months of operation - surplus money was spent on in-service resources. In 1976, all replacement funds went to the State program of full or part-time release scholarships, which enabled over 300 teachers from all systems to undertake further study for up to a year on a full or half-time basis.

One quarter of the residential activities in 1976 were school-centred. Only seven of the non-residential activities were school-centred. Fifty-four per cent of residential activities and 83 per cent of non-residential activities were held in school time.

The following table shows attendances of government and non-government teachers at different types of courses in 1976.

	Short courses		Long courses	Interstate conferences	Overseas conferences
	Residential	Non-residential			
Government teachers	6,175	16,520	385	110	10
Non-government teachers	633	908	80	35	3

The highest degree of participation by non-government teachers was in interstate and overseas conferences and long courses. Non-government participation was higher in residential than non-residential short courses.

Sources of initiation. Development committees are still responsive rather than initiating bodies. According to a State committee member, activities are proposed by subject consultants, PEOs, deputy principals, principals, senior masters, service branch personnel, subject associations, a few classroom teachers, and a few parent bodies. Another member commented that teachers did not see course initiation as their role - in the committee's first year of operation, only one teacher responded to the Schools Commission's invitation to initiate an activity. The education department groups had long been acknowledged to have responsibilities in this field. Proposals for activities from the non-government sector came through the Catholic Education Office and the Independent Schools Board.

Tertiary institutions organize some courses, principally the longer courses in special education and library training.

For several years, schools have initiated residential staff conferences, although there are not as many now as in the past since the committee has imposed more stringent conditions on funding. Organizers are required to provide 'evidence of continuous, progressive, purposeful, total school staff programs which include the proposed residential conferences'. Organizers of many residential conferences are given valuable assistance by the principal of Raywood In-Service Education Centre, who is also a member of the central committee.

Communication

All Commission funded development activities appear in the Education Gazette which is published weekly and distributed to all schools, both government and non-government. In-service information also appears in regional newsletters. The Catholic Education Office representative on the central committee issues weekly bulletins to Catholic schools, containing in-service information and some reports of successful programs. The executive officer of the Independent Schools Board, who is a member of the State committee, sends a circular to all independent schools.

The State committee has published a booklet of notes for the guidance of course organizers and has also listed 15 examples of types of development activities that would be appropriate for funding - such as Compact courses at Wattle Park Teachers Centre; co-operative curriculum construction; production of videotapes, films, and in-service packages; radio courses for teachers through Adelaide University radio 5UV. A 30-page booklet, *Some Ideas for Conference Organizers*, has been produced by the principal of Raywood and the director of Wattle Park Teachers Centre, both of whom have had extensive experience in course organization. The booklet poses questions that should be considered by organizers, puts down points for analysis, suggests solutions to problems.

Regional personnel in particular commented on the need for a personal and informal approach to teachers to break down some of the communication barriers. One region has instigated 'development drop-ins' at different venues to establish informal contact with teachers and to introduce them to different aspects of the Development Program.

Great emphasis is placed on the role of PEOs and advisory teachers for the formal and informal dissemination of information to the teachers they meet in the course of their travels. As one teacher said, 'People make a far greater impact than paper'.

TASMANIA

Administrative Structure

From the beginning, the operation of the Development Program in Tasmania was different from other States. Even before the Karmel report appeared, teachers centres were functioning in Tasmania and providing development activities for teachers from all systems. The Northern Teachers Centre was established in Launceston in 1970, the North West Teachers Centre in Burnie in 1971, and the Southern Teachers Centre in Hobart in 1973, all supported by Education Department funds. When the Schools Commission was formed, two centres applied for federal funding as education centres. The Burnie centre received a major grant, the Hobart centre a minor grant, while the Launceston centre remained a State-supported centre.

Tasmania diverged from Schools Commission policy on teacher development, as expressed in reports, in two important ways. It made no distinction between employer-initiated and teacher-initiated activities, and State funds for teacher development were combined with funds from the Schools Commission to provide a joint program.

The regional teacher development committees are composed almost entirely of teachers, another unique facet of the Tasmanian program, and function as sub-committees of the boards of management of the teachers centres. The administrative structure of one centre is illustrated in Figure 4.

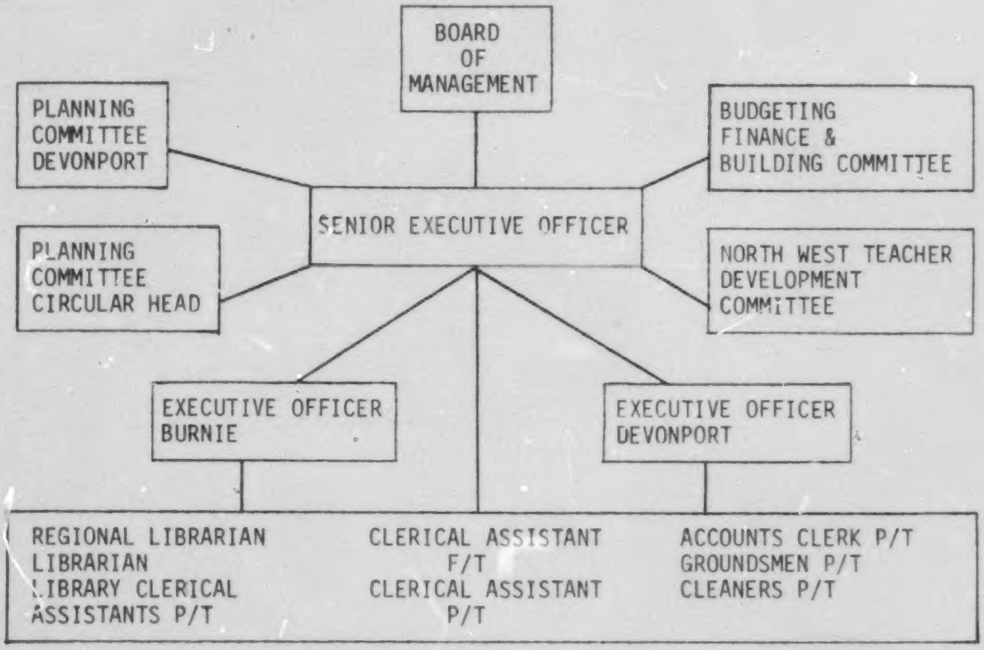
BOARD OF MANAGEMENT
PLANNING COMMITTEE DEVONPORT
BUDGETING FINANCE & BUILDING COMMITTEE
SENIOR EXECUTIVE OFFICER
PLANNING COMMITTEE CIRCULAR HEAD
NORTH WEST TEACHER DEVELOPMENT COMMITTEE
EXECUTIVE OFFICER BURNIE
EXECUTIVE OFFICER DEVONPORT
REGIONAL LIBRARIAN
LIBRARIAN
LIBRARY CLERICAL ASSISTANTS P/T
CLERICAL ASSISTANT F/T
CLERICAL ASSISTANT P/T
ACCOUNTS CLERK P/T
GROUNDSMEN P/T
CLEANERS P/T

FIGURE 4. ADMINISTRATION OF A TEACHERS CENTRE, TASMANIA

The composition of the State Teacher Development Committee is as follows:

3 - Development and Information Services, Education Department
3 - executive officers, teachers centre
1 - supervisor, Education Department
2 - Teachers Federation
1 - Centre for the Continuing Education of Teachers (CCET)
1 - Catholic Education Office
1 - independent schools
1 - parent.

The executive officers from the three teachers centres were invited to join the State committee in 1977; until then, the committee consisted of people who came from in and around Hobart.

In mid-1977 the State committee recommended that regional committees should (i) cease to be sub-committees of the boards of management, (ii) be appointed by and responsible to the State committee, and (iii) be changed in composition to include representatives of the State committee and the regional office.

Committee Policies and Priorities

The role of the State committee is to administer general funding, to maintain the State-wide balance of activities as well as meet local needs, to look at areas of special emphasis and longer courses.

After a meeting of State and regional committee representatives in 1977, a document was issued giving 'points for guidance of regional teacher development committees', including priority areas for short and longer courses.

Short courses - activities in the fields of literacy and numeracy
education in rural areas
management training
career and vocational education
school-based evaluation and curriculum development
parent education and participation
education for girls
- activities arising from acceptance of Secondary Education Report
teacher librarianship
special education
migrant education
infant education

Longer courses - priorities identified by Schools Commission
teacher librarianship
special education
- priorities identified by Tasmanian Schools Commission Committees
literacy and numeracy
school management
career and vocational counselling
infant refresher courses
school-based evaluation and curriculum development
music
- priorities identified by development committees
rural education
outdoor education
primary science
social science

Further on in the same document, it is stated:

> The task of regional teacher development committees is to advise on the servicing of all needs, irrespective of their sources. It is not simply the task of a regional committee to draw up a regional program to cover only locally identified needs without regard for the broader state-wide issues.

Types of Courses, Attendance Rates, Sources of Initiation

The differentiation made by the Schools Commission between the three centres has led to a certain amount of dissatisfaction with funding arrangements. Total funding (from State budget, State teacher development committee, and the Schools Commission education centre funds), for the Southern Teachers Centre, serving 1,800 teachers, is $160,000; for the Northern centre, serving 1,200 teachers, $130,000; for the North West, serving 1,200 teachers, $170,000.

The activities (of less than two weeks duration) and attendance at all centres in 1976 are listed in the following table:

Activities	Attendance Government	Attendance Non-government
289 courses (development committees)	7,154	252
360 activities (teachers centres)	5,376	272
599 meetings (teacher organizations)	13,580	58
873 lectures and tutorials (CCET)	14,043	824

Proportional representation of teachers from non-government schools is low in all activities, particularly teacher organization meetings (0.4 per cent) and development committee courses (3 per cent).

Regional development committees sponsor several types of activities other than short seminars held at the teachers centres. Minor fellowships are awarded to individual teachers for periods of approximately 3-10 days to allow them to travel interstate to visit schools or other institutions. Individual teachers may also be sponsored to make day visits to other schools to look at facilities or to see programs in operation. School-based seminars are another type of activity encouraged by development committees - some were held in 1976, but the numbers have quadrupled in 1977. In relation to overseas visits, the State committee has preferred to bring a subject specialist from another country for an extended period to travel and teach and share, rather than spend the money sending a small number of teachers out of Australia. The State committee also supports larger conferences (for up to 40 people), mainly organized by subject associations.

The following table gives an idea of the numbers for different types of activities supported by regional development committees.

Activities	North West Centre (Feb.-Dec. 1976)	Southern Centre (Feb.-July 1977)
Seminars at centre	117	60
Minor fellowships	20	9
Inter-school visits	100	30
School-based seminars*	8	16

* The number of school-based seminars has increased in all regions in 1977.

Each year, the regional committees send out to schools the four-page Survey of Needs forms and submission forms for course initiation. From the results of the surveys the regional committees draw up priority lists, and the executive officers meet with State committee representatives to co-ordinate the following year's program and adapt it to the budget. A booklet, *Ideas for School Development*, is published and circulated at the beginning of the year to all schools. It contains State-drawn courses (relevant to all Tasmanian teachers and planned in association with the State committee), and regional courses (organized by regional committees to cater for local needs).

Activities are organized by consultants and officers from the Education Department and Catholic Education Office, and some teachers. Assistance for organizers is provided by executive officers of the teachers centres, regional superintendents, supervisors, consultants, and State teacher development officers.

Communication

Two major sources of written communication with the schools about the Development Program are *Guidelines* (for course organizers and participants) and *Ideas for School Development* (with aims and description of each course), both published by the State committee. Teachers centre bulletins and brochures contain in-service information and news, and some reports of inter-school visits, fellowships, and school-based seminars are available at the centres.

Executive officers play an important part in communication with teachers, through contact at the centres and in their visits to schools.

> This year has seen an expansion of the idea of visits to schools by Executive Officers. It has proven to be a good public relations exercise, has made schools and teachers aware of the many services we are able to provide and has been the main means of finding out the needs of teachers in this region. The Executive Officers have visited schools on 532 occasions and very few schools would not have received at least one visit. For the organization of Teacher Development activities these visits have proven invaluable, particularly with the planning of our 1977 Teacher Development Program. (North West Teachers Centre, 1976)

Education officers were appointed by the State committee to all regional teachers centres in 1977. These officers are responsible to the State and regional committees, not directly to the centres' boards of management (unlike the executive officers). The education officers work with the regional development committees, and share in the planning and operation of the year's program. One purpose of these appointments is to improve communication between central and regional operations of the Development Program.

VICTORIA

Administrative Structure

State. For two years following its formation in September 1973, the Victorian In-Service Education Committee (VISEC) had a membership of 29 - twenty representatives from the Education Department, five from the Catholic Education Office, and four from independent schools. After the publication of the Schools Commission *Report for the Triennium 1976-78*, VISEC increased its membership to 37 by the addition of representatives from teachers organizations, parent organizations, teachers centres and tertiary institutions, and each member has a substitute member. Since October 1975, VISEC membership has been as follows:

State school component

7 - Education Department, divisional nominations (including the Chairman)

3 - State school principals

3 - Teachers organization

2 - Parents organization

Catholic school component

3 - Catholic Education Office

1 - Principal

1 - Teacher

1 - Parent

Independent school component

2 - Independent schools organization

2 - Teachers

1 - Parent

Other organizations

3 - Tertiary institution

2 - Education/teacher centre

1 - Subject association.

VISEC meets once a month and its executive committee once a week. The executive committee currently comprises one Independent schools representative (Chairman), one Catholic education representative, the Assistant Director of Teacher Education (in-service), a teacher, and the executive officer. The responsibility of the Executive is to attend to matters of committee business; this includes the consideration of all submissions and allocations, the co-ordination of reports and recommendations from the various sub-committees, the supervision of areas of finance, and the consideration of research and the framing of recommendations on specific matters as directed by VISEC.

The Education Department has made a building available to VISEC to house the professional and public service staff associated with the administration of the Development Program in Victoria. The professional staff comprises the executive officer, two teacher education officers, six teachers (two from each of the three teaching divisions - primary, secondary, and technical) who act as in-service advisers, a development officer for independent schools, and an officer to promote parent-teacher development activities. There are nine public service officers at the centre who process claims and undertake clerical and administrative tasks including the operation of printing facilities.

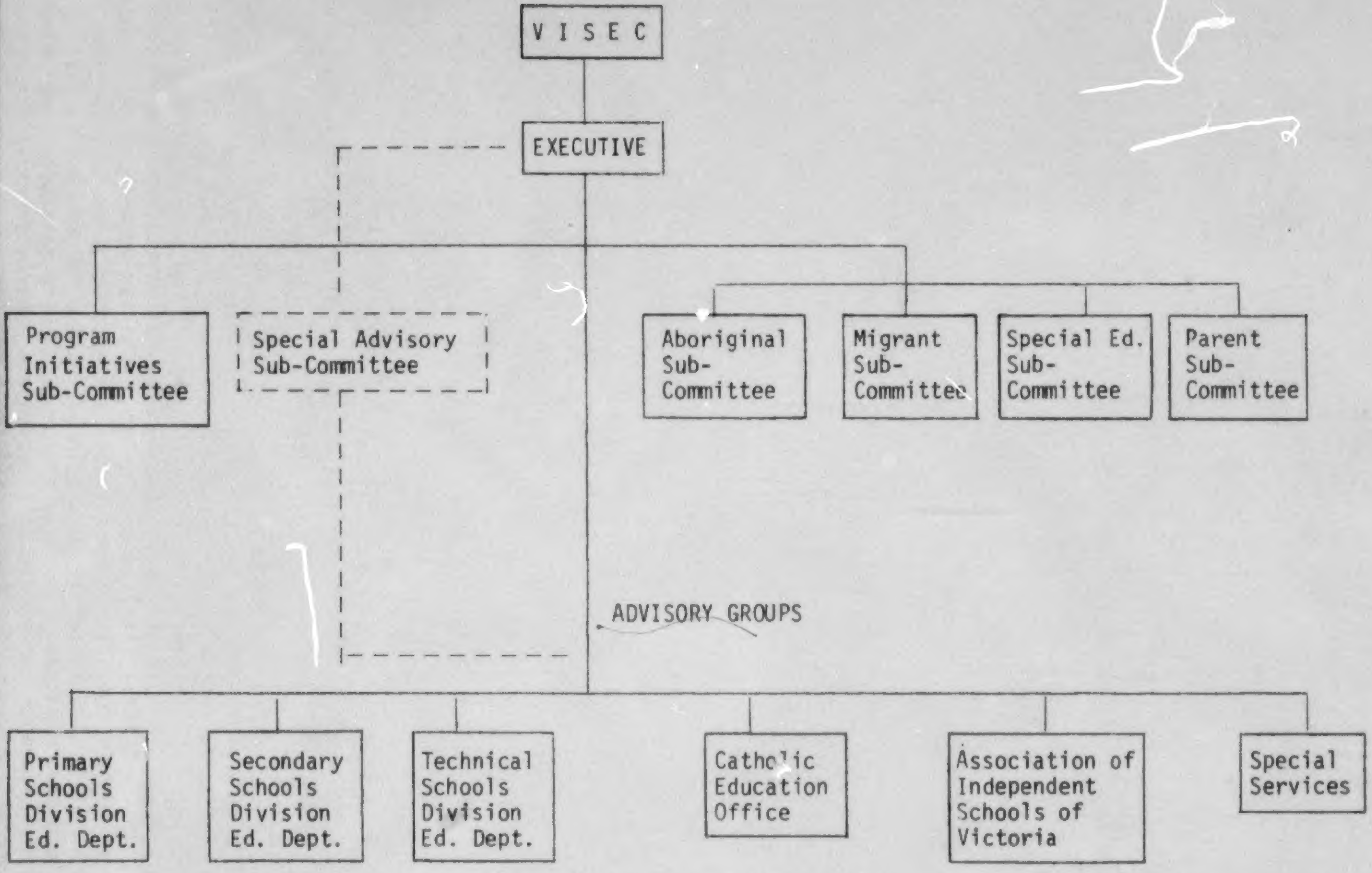
V I S E C
EXECUTIVE
Program Initiatives Sub-Committee
Special Advisory Sub-Committee
Aboriginal Sub-Committee
Migrant Sub-Committee
Special Ed. Sub-Committee
Parent Sub-Committee
ADVISORY GROUPS
Primary Schools Division Ed. Dept.
Secondary Schools Division Ed. Dept.
Technical Schools Division Ed. Dept.
Catholic Education Office
Association of Independent Schools of Victoria
Special Services

FIGURE 5. ADMINISTRATION OF VICTORIAN IN-SERVICE EDUCATION COMMITTEE

During 1976-77, five sub-committees were established as an adjunct of VISEC. These sub-committees make policy recommendations and propose activities in the areas of Aboriginal, migrant, and special education, participation of parents and community members, and program initiatives. All sub-committees have at least one VISEC member (all sub-committee members, except one, are from VISEC) and co-opted members.

Applications to VISEC for funding in-service activities are seen by six advisory groups set up by the employing authorities, one representing each of the three teaching divisions of the Education Department, the Catholic Education Office, the Association of Independent Schools of Victoria, and Special Services Division. These groups give priority ratings to applications for general activities, which are co-ordinated by the executive committee for subsequent recommendation for approval. The general activities are then considered by a special advisory sub-committee, the membership of which comprises the executive officer, a member of each of the six advisory groups and a parent member of VISEC. The chairman of the executive committee is chairman for the meetings of this sub-committee. Programs which have not received clear indications of support or clear indications of 'no support to be provided' are carefully examined and considered in relation to those activities which have received high support, to ensure a wide range of educational areas is represented and to achieve as far as possible a balanced in-service education program. Activities are then recommended to VISEC for formal approval.

Regional. Regionalization of Development Program operations was first mentioned at the sixth meeting of VISEC, and eleven regions became fully operational in 1975. Most regional committees (RISECs) have a membership of about 20, nominated by the regional director. Representation is similar to the central committee, plus the regional director (who acts as chairman unless he chooses to nominate another person) and a VISEC member.

Each committee appoints its own executive, and the committee's executive officer is a teacher education officer (TEO) appointed by the Education Department with responsibility for in-service education and some aspects of pre-service administration. These regional structures all appear in VISEC policy statements.

Regional allocations of funds for 1978 were determined on the basis of teacher population (50 per cent), geographical area (20 per cent), proportion of small schools in a region (15 per cent) and the proportion of first-year teachers in a region (15 per cent).

As it is VISEC that determines allocations, financial control still remains largely at the central level. A regional committee determines the levels of support for the regional activities and programs to be provided from its allocation. The regional director, on behalf of the committee, has the right to authorize local orders in regard to organizational items to the value of $100, but in general final processing of claims for organizational expenses such as lecture fees, lecturers' travel and accommodation is undertaken by central administration while the regions complete the processing for participants' expenses. In the claim process there have been some delays in payment which have caused dissatisfaction and embarrassment in the regions. The process, however, has been considerably refined.

Several regions have established sub-committees (in line with a recommendation from the central committee), particularly in country regions where distance inhibits the successful implementation of the Program. Sub-committees are composed mainly of teachers, with a divisional basis (primary, secondary, or technical) but their functions vary - in one region the funds are split between seven sub-committees which cater for local development needs; in another region the five sub-committees examine all applications for school-hours activities, while the regional committee examines applications for all weekend and evening activities.

Committee Policies and Priorities

One of the earliest decisions made by VISEC was that

> an evaluation program be undertaken to gather information on in-service education in Victoria, and to make recommendations to the Committee.

The high priority given to this policy decision was unique - this was the only large-scale evaluation (it was a two-year project) sponsored by any committee in the first few years of operation of the Development Program. The evaluation team (from the Australian Council for Educational Research and Monash University Faculty of Education) presented its findings to the committee in five reports - *In-Service Education for Teachers: a Review of the Literature; Questionnaire to Teachers; Detailed Studies of In-Service Programs; School-Based Teacher Development; Administration of In-Service Education in Victoria 1973-76*. In September 1976, VISEC held a two-day meeting to consider the reports and their recommendations, and to discuss priorities, particularly in relation to the organizational structure of the committee. As a result, a system of sub-committees was introduced, so that in the future 'much of the detail, particularly that associated with the approval of activities, could be handled by advisory groups, sub-committees, and the executive, leaving VISEC somewhat freer to concentrate on matters of policy and long-term planning, including the determination of priorities in in-service education'.

In 1977 the sub-committees put forward a number of proposals to VISEC (mainly in the areas of program initiatives, parent participation, and Aboriginal education), which have been, or will be implemented.*

A general statement of policy and procedures was first published in 1975, and revised in 1977. It contains the original statement of priorities or criteria for approval of activities.

> Where selection is necessary, the following factors will be considered:
>
> > the needs for in-service education as perceived at the time by the employing authorities represented on the committee,
> >
> > the degree to which the proposed activities reflect the expressed needs as perceived by teachers,
> >
> > the degree to which the competence of the teacher is affected by the proposed activity,

---

*These proposals are discussed in detail in later chapters.

the number of teachers whose competence will be improved by participation in the in-service activity, either directly or indirectly,

the manner in which it is proposed to encourage teachers to translate knowledge and skills gained into more effective student learning,

whether it is proposed to evaluate the success or otherwise of the in-service activity.

The policy and procedure document contains a very comprehensive set of guidelines for regional committees, covering committee composition, functions of regional and sub-regional committees, and administrative procedures. It sets out conditions for the funding of teachers centres and teacher advisers/consultants. Regional centres are funded from regional allocations for organizational expenses and equipment, if the centres have proved their viability and are open to all teachers. Funding for travel, accommodation, and minor organizational expenses may be provided for consultants by regional committees if the consultants are attached to a school, not an employing authority (such as Curriculum and Research Branch or Catholic Education Office), and if consultants respond to requests from all types of schools.

Regions vary in their responses to these last two statements, particularly in their attitude to consultants. There is some confusion about the role of consultants and to whom they should be accountable. The funds involved may be considerable - for example, one regional committee supports 16 secondary advisers (at $500 each) and 13 primary advisers (at $300 each). Some regions are happy to continue allocating funds in this way (one region allots consultants 20 per cent of its funds), others regard it as a burden.

In some regions, teachers centres play an active part in development work and are given a high priority in funding allocations. One regional committee, about to fund its sixth centre, allocates $2,000 per centre, plus any left-over money at the end of the year.

Some regions have started to establish their own sets of priorities, while others are content to use the guidelines provided by VISEC and concentrate their energies on responding to local development needs as they arise. The transitional stage between the two approaches was described by one committee member.

> The committee is now beginning to feel that flexibility is looking like inconsistency - up till now it hasn't wanted to restrict itself by delineating policy and priorities (other than the VISEC guidelines). But now it is changing its mind.

Types of Courses, Attendance Rates, Sources of Initiation

The following table shows the allocation of Development Program funds for 1976-78 as recommended by VISEC (given as percentages of the total grant).

	1976	1977	1978
Interstate activities	2.5	1.0	1.6
International activities	0.8	0.4	0.5
Aboriginal education	2.3	2.0	0.5
Special education training	-	10.1	9.6
Teacher librarian training	4.9	3.6	4.2
Specific courses and projects	16.7	14.0	14.5
VISEC general activities	29.5	20.0	18.2
Glenbervie resource centre	1.3	1.2	1.1
Regional committees	33.8	34.8	40.1
Migrant education training	-	2.8*	-
Service charges	7.3	10.2	9.6

*Funding not used

The pattern of allocations has remained fairly constant over the years, except for the decrease in VISEC allocations and the increase in regional allocations.

VISEC funded 368 courses in 1976, of which 63 per cent were in school time, and 37 per cent out of school time. In 1977, VISEC funded 220 courses, 70 per cent in school time, and 30 per cent out of school time.

There was a marked decrease in one-day courses in 1977, and an increase in two-day courses, evening series, and courses of more than one week in length (both in and out of school time).

The number of residential courses funded in 1977 was 16 per cent of the total (about two-thirds of the number funded in each of the previous two years).

There were 29 interstate activities funded in 1976, and 10 international activities involving 26 people from July 1975 to December 1976.

The attendance rate for VISEC activities in 1976 was slightly under two days of in-service education per teacher. Only one regional committee estimated the number of teacher days spent at in-service activities in 1976, and that was five days per teacher.

The number of single-school activities has increased since 1974, as VISEC adopted the motion that 'the committee shall support submissions from individual schools, and give them high priority.' Single-school activities can only be funded by regional committees and, after a slow start, they now account for about one-quarter of regional activities. In 1977 about 11 per cent of the total development funds were spent on school-centred activities.

Sources of initiation. The 360 activities funded by VISEC in 1976 were organized by the following groups:

Education Department	165
Subject associations	97
Other associations	21
Teachers associations	8
Independent schools	6
Catholic Education Office	4
Parent groups	2
Local groups	6
Tertiary institutions	48
(Interstate visits)	3

Most regional committees made general statements about the initiation and organization of courses. In some regions, the general activities were mainly organized by regional sub-committees, in others by consultants. Teacher Education Officers often played an active role in helping and advising organizers, particularly those involved in school-based activities.

One region set down the exact sources of program organization.

Education Department administration	29
Regional committees	9
Regional consultants	29
Regional groups	2
Institutions	9
Subject associations	2
Individual schools	30
Individual teachers	28

Communication

VISEC has been concerned about the inadequacies of a communication network in a populous State. While still circulating schools with information about development activities, VISEC also publishes a calendar of forthcoming activities on the weekly education page which appears in a morning newspaper.

The six in-service advisers appointed by the Education Department to work with primary, secondary, and technical schools not only help with the organization of activities but also act as a personal channel of communication to teachers. The same role is played by the people responsible for in-service education in the Catholic Education Office, and the in-service adviser to independent schools, who issues a monthly newsletter and has instigated the appointment of a development liaison officer in about thirty independent schools.

The in-service adviser for parents and the school community has been very active in establishing contacts with schools and parents, explaining the operation and potential of the Development Program. She has circulated a comprehensive guidelines document, which outlines procedures and lists ideas for program applications with names of resource persons to contact.

WESTERN AUSTRALIA

Administrative Structure

State. The State committee is entitled the Schools Commission Services and Development Committee and has 15 members. The composition of the 1977 committee is as follows:

- 2 - Assistant Directors-General of Education (one of whom is chairman)
- 2 - Directors, Education Department
- 2 - Superintendents of education
- 1 - Government School Teachers Tribunal
- 1 - Principal, government primary school
- 1 - Headmaster, independent school
- 1 - Teacher, independent school
- 1 - Catholic Education Commission
- 1 - Salaried Officers Association
- 3 - Parents organizations (for government, independent and Catholic schools).

Representation has changed little since the inception of the committee in 1974, except for the inclusion of parent representatives in mid-1976.

The executive officer of the committee is responsible for teacher development in the Education Department, and co-ordinates State and Schools Commission programs. Two education officers from the Education Department (one primary, one secondary) were appointed in 1974 to help with the organization and administration of both programs, but now they are exclusively concerned with Schools Commission work. An education officer for independent schools was appointed in 1976 to look after the in-service needs of the non-government school sector and to work in collaboration with the other two officers.

Until 1977 the central committee functioned with the assistance of Primary and Secondary Planning Committees, which considered applications before passing them on to the central committee for ratification. These committees have now been replaced by three sub-committees, which deal with applications for funding, program planning, and administration. The applications-for-funding sub-committee deals with applications from subject associations, teacher groups, community groups, schools and individuals, if central organization is required for the activities. The program planning sub-committee deals with applications from systems, special groups (e.g. special education, child migrant education, Aboriginal education), tertiary institutions and teachers centres. It was hoped that this committee would examine new areas and methods of conducting in-service work, but the consideration of applications within its area of responsibility has proved to be a full-time task. The administration sub-committee deals mainly with the budget, scales for lecturing fees, publications, evaluation, liaison with regional committees and teachers centres.

The central committee no longer has to ratify the decisions on course funding made by the sub-committees. Its role is to be concerned with broad policy and overall administration. Like the sub-committees, it meets once a month.

Regional. At the beginning of 1976, the Primary Superintendents in the Education Department were asked to be responsible for the immediate formation of regional development committees in Western Australia, and they became foundation chairmen of the new committees. This was not so much an exercise in bureaucratic domination as the most expeditious way to implement a Schools Commission directive. By 1977, less than half of the regional committees still had superintendents as chairmen - the remaining committees are mostly headed by school principals. It was expected that by the end of 1977 there would be education officers attached to resource centres in all regions, who would act as executive officers for regional committees.

Most of the regional committees followed the suggestions about representation made by the central committee, which included district superintendents, principals and teachers from primary and secondary government schools, principals or teachers from primary and secondary non-government schools, government and non-government parents organizations, and teachers centres (including reading, resource, and education centres).

Two members from each regional committee were invited to a seminar in December 1976 (also attended by members of the central committee) at which regional reports were presented and policy and problems discussed. A member of the central committee stated that regional development activities were to be seen as additional to, not a replacement for,centrally conducted activities; that regional committees, while possessing a high degree of autonomy, were subject to the policy as formulated by the central committee; that regional committees had an advisory role with no function outside the region, the line of communication being through the central committee. Each term, regional committees are sent part of their annual allocation in advance, and provide six-monthly statements of expenditure for the central committee. A firm stricture laid on the regional committees is that they may only consider applications for courses held out of school hours, while the central committee may consider applications for courses held both in and out of school hours.

Regional committees have approached their task in different ways and have been given sufficient freedom to experiment with alternative structures and modes of operation.

> The whole issue is in evolution; every area can expect to develop differently and to operate differently in different years, because of geographic and personality characteristics. Flexibility is the keynote to ensure breadth of contribution. (country regional committee chairman)

Several operational models have been tried:

(i) In a region which extends over hundreds of kilometres, committee meetings were held by telephone in 1976. Two sub-committees were established in the major population areas in 1977 so that meetings are now physically possible. The regional office makes funds directly available to individuals or schools to enable organization to be taken out of the hands of regional officers who may be 500-800 kilometres away from interested teachers;

(ii) A metropolitan region tried an area and a central model in 1976, and decided to use the area model in 1977. The region was divided into six areas, with two delegates to the regional committee from each area. Most delegates happen to be principals from high schools. The area committee 'stimulates initiative, co-ordinates and relates submissions to the more immediate locality prior to regional committee approval'. A contingency fund is made available to these area committees for urgent local initiatives;

(iii) In one country region, the education centre plays a vital role in teacher development. The education centre co-ordinator and an advisory teacher are on the committee, and the secretarial staff of the centre are used to type letters and print advertisements. The co-ordinator plays a major part in program initiation, organization, and communication.

Committee Policies and Priorities

According to the booklet issued by the central committee, the aim of the Schools Commission Development Program is

> to improve the quality of education in schools by developing the individual and collective capacities of school communities. (Australia. Schools Commission, 1976.)

The booklet delineates the major activities for which the central committee takes responsibility:

(i) provision of centrally organized courses conducted in school time and out of school time;

(ii) allocation of funds to Regional Services and Development Committees for the conduct of development activities in and out of school time;

(iii) support for educational resource centres and reading centres;

(iv) support for development activities initiated by subject or professional associations, tertiary institutions, individuals schools etc;

(v) support for delegates from local associations and individuals to attend interstate and overseas conferences.

Criteria used for the approval of applications were given as follows:

> The course or conference is designed to promote the professional development of teachers and/or ancillary personnel.
>
> All the relevant detailed information has been provided including the proposed program for the course or conference.
>
> The anticipated cost is in keeping with the size, aim and standing of the course or conference.
>
> Local consultants, and particularly personnel from within the local school systems, are used wherever possible. Where consultants from interstate are to be invited, a detailed submission justifying their use is invited. This should clearly indicate that no suitable person of similar expertise is available in Western Australia.

> The application reaches the Executive Officer at least eight weeks before the proposed date of the course or conference.

These policies and criteria were accepted and acted upon by the regional committees. Some committees listed additional policies and priorities they had established:

> We encourage the amalgamation of projects and the broadening of applications to include other schools where this seems advisable.
>
> Community-oriented projects are highly recommended.
>
> The criterion has increasingly been -'what type of behaviour change might be expected as a result of this course?'

Types of Courses, Attendance Rates, Sources of Initiation

Long courses (more than two weeks in duration). Twelve courses of 10-15 days were held in 1976, all but one were non-residential. They included two refresher courses, two curriculum development courses, and courses in media studies, administration, and remediation (this course was repeated three times). A course for teacher librarians was of six weeks duration. In addition, replacement funds were made available to teachers undertaking a course for learning assistance teachers at Mt Lawley College of Advanced Education. The central committee still had considerable difficulty in using up its replacement funds for the year.

Short courses. In 1976, 16 per cent of centrally funded courses were residential, most of them held over a weekend. Attendance figures for all courses in 1975 and 1976 are given in the following table.

		Number of courses	Number of participants	
			Government	Non-government
1975		209	6,384 (78%)	1,807 (22%)
1976	State	120	2,316 (74%)	807 (26%)
	Regional	276	4,140 (83%)	827 (17%)

In addition, 193 school-based activities were funded, all held out of school hours.

While the number of courses increased in 1976, the total number of teachers attending them remained the same. The overall number of non-government teachers participating in the Program was constant over the two years, although proportionally more attended centrally organized than regionally organized courses. The government/non-government attendance percentages are roughly equivalent to the teaching force percentages for the two sectors in the State.

Two trends that were noted in the types of courses available in 1976 were the organization of more courses for ancillary personnel and community members, and the adoption of the series approach to course provision (short meetings held at intervals).

The responses from regional committees did not give many details of the type of courses provided. One metropolitan regional committee made reference to its longest course (a music course one day a week for 15 weeks) and its shortest course (a motivational breakfast attended by 40 high school staff). A country regional committee described the types of courses organized and the reception they received - problem-solving and special interest courses were popular; parent courses involved over 1,000 people, and subject area courses attracted approximately 80 per cent of the teacher population in the region; curriculum development and extension-type courses had not proved very successful.

Activities other than courses. In 1976, funding was made available for:

(i) national conferences, attended by 40 teachers and ancillary personnel;

(ii) study tours of eastern States for 2-3 weeks, undertaken by 43 people;

(iii) the running costs of three resource caravans;

(iv) the establishment of reading centres, two in Perth, four in the country;

(v) the purchase of materials for existing reading/resource centres.

Sources of initiation. Until regionalization was introduced, most of the courses were initiated by representatives of the systems on the primary and secondary planning committees (particularly from the government school sector), and organized by the three education officers. These officers are still active in this regard with the centrally organized courses, although more use is being made of planning committees with members co-opted from the systems. Most submissions to the central committee still come from the three systems (the Education Department, the Catholic Education Commission, and the Independent Schools Education Committee), although 1976 saw the increased involvement of subject associations (15 submissions) and tertiary institutions.

The central committee reported that in 1976 'initiatives for regional courses came largely from individual teachers and schools, although towards the end of the year regional committees were becoming conscious of the need to determine areas of deficiency which could be overcome by direct involvement in the organization of courses'.

One metropolitan region estimates that two-thirds of the submissions that came before the committee were from teachers, who generally assumed responsibility for organization, assisted by the region's executive officer. Most regions seem to follow this pattern of a mutually co-operative working arrangement between teachers and the regional education/executive officer (or in one case at least, the education centre co-ordinator), usually with the major responsibility for organization lying with the education officer.

Communication

The administration sub-committee of the central committee is responsible for publications. The Development Program booklet issued annually outlines the functions of central and regional committees, gives details of application procedures, lecturing fees, committee composition, and addresses. New publications in 1977 were two documents which have been widely circulated to committees, schools, tertiary institutions, advisory personnel, and parents organizations - one is a collection of report summaries from 25 of the people who undertook study tours in 1976; the other is a directory of resource personnel from tertiary institutions. A central newsletter is planned for distribution to regional committees, containing practical financial and administrative information and articles from regions on successful courses.

In line with the trend to decentralization, the Education Department has extended its advisory service, previously centrally-based, across the State, so that at least three primary advisers are based in each region, and can thus more readily contribute to regional teacher development. Secondary advisers still operate from Perth on a regular circuit. Unfortunately advisers are no longer allowed to respond to requests from non-government schools, and plans for a joint advisory service have, at least temporarily, foundered.

One regional committee reported on the active involvement of advisers in the communication process, through addressing school staff about the Development Program and giving feedback on courses. Other regional committees use the printed word as a channel of communication with teachers, by including reports of successful courses in the regional magazine and circulating useful hints for organizers gleaned from evaluation reports.

A country regional committee gave an exhaustive list of the methods of communication it employed:

letters and invitation pro-formas
Community Education Centre newsletter
posters prepared by Community Education Centre
newspaper advertisements
newspaper articles
radio
telephone - 'ring around' - visit prior to each course
personal contact with committee members
school newsletters
liaison/representatives in each school
superintendents' visits to schools.

Three of the six regional committees from whom information has been received had encouraged the appointment of in-service representatives in schools. It was generally agreed that personal contact was the best form of communication.

At central level the non-government sector, through the Independent Schools Education Committee (ISEC), had made a concerted effort to overcome the communication barrier. At the end of 1975, following the visit of Br. d'Arbon from the State Development Committee in New South Wales, ISEC urged the central committee to appoint an education officer for non-government schools. This officer made contact with all schools within his sphere through personal visits and a regular newsletter. Schools have responded very slowly to his request for the appointment of in-service liaison officers (only 33 out of 153 schools replied to the initial letter), but he reports the gradual evolution of 'a network and system to involve independent schools personnel at levels other than the purely participatory'.

DISCUSSION

Working from the same broad Schools Commission guidelines, the implementation of the Development Program has taken a variety of different forms in the six States. There has been a wide diversity in Program organization within as well as between States. It would be difficult and probably fruitless to attempt a detailed comparison of State or regional operations - difficult because all are based on different assumptions and the organizational frameworks vary so markedly, and fruitless because the situation never remains static. Structures are constantly changing or being modified, and new structures evolving.

To assist in identifying the emergent patterns of organization, there are some general observations and a concluding summary of the key organizational features of each State. The chapter ends with a table which gives some numerical information about courses and participants (the figures presented must be treated with caution, for no attempt was made to check the data sources and bases for calculation).

There does seem to be some sort of pattern of course participation by teachers from government and non-government schools. Participation by non-government school teachers is higher in those States which provide more courses out of school hours than in school hours, and where full-time in-service co-ordinators have been employed to take responsibility for the non-government school sector.

Teacher participation in the initiation and organization of courses seems to be lower where the central administration is active and powerful, or where organizational responsibility is given to a group of education officers or consultants who are respected by teachers. Teachers centres, subject associations, and schools have become increasingly involved in course initiation and organization.

Development committees have tended not to look outside the confines of the educational structure for resource input (of both personnel and materials). The mainstays of the Program have been the education departments, and increasing use has been made of the resource potential of teachers centres, subject associations, and, in some States, tertiary institutions. Few attempts have been made to tap the potential of the business or industrial worlds, or the skills of the local community, and although parents are slowly being integrated into the Program they are still on the periphery of participation and resource input.

The communication pattern in the Program tends to be a disjointed one. It is difficult to establish an efficient communication network within a Program that is so extensive, diverse, and flexible. At first, great reliance was placed on written communication, but this proved unsatisfactory because of gaps in the communication chain and because circulars tended to be read by the knowledgeable rather than the ignorant for whom they were intended. Useful written communications have proved to be bulletins or reports of successful development activities, and guideline documents for groups in need of specific advice, such as regional committees, parents, and organizers. It was recognized that personal communication was a more efficient alternative, and this strategy has worked particularly well when full-time in-service co-ordinators/education officers have been appointed with responsibility for particular groups, such as primary teachers, secondary teachers, non-government school teachers and parents. Regional officers have broader responsibilities, and many express concern that their administrative load debars them from personal communication tasks - those with clerical assistance have a better chance of establishing personal contact with teachers in their regions. The communication network has been strengthened in some regions by the appointment of in-service officers in the schools. This system can only function effectively if the schools acknowledge the importance of their role in Development Program operation.

ORGANIZATIONAL FEATURES OF EACH STATE

New South Wales:	(i)	high degree of regionalization;
	(ii)	joint State/regional determination of in-service needs and objectives;
	(iii)	regional evaluation of objectives.
Queensland:	(i)	highly centralized administrative and organizational system;
	(ii)	development of longer courses;
	(iii)	appointment of advisory teacher services;
	(iv)	appointment of government and non-government in-service co-ordinators.
South Australia:	(i)	residential courses;
	(ii)	network of central and regional education officers;
	(iii)	provision of comprehensive guidance and help (documents/personnel) for course organizers.
Tasmania:	(i)	focus on teachers centres;
	(ii)	annual State-wide survey of teacher needs;
	(iii)	regional development committees composed of teachers.
Victoria:	(i)	large representative central committee;
	(ii)	sponsorship of Program evaluation;
	(iii)	appointment of in-service officers for departmental primary, secondary and technical teachers, for non-government teachers and for parents.
Western Australia:	(i)	appointment of education officers for departmental primary and secondary teachers and for non-government school teachers;
	(ii)	establishment of resource centres;
	(iii)	restriction of regional operation to out-of-school hours courses.

1976: STATE INVOLVEMENT IN DEVELOPMENT PROGRAM

	NSW	Qld	SA	Tas	Vic	WA
Short courses.	3,703	334	853	289	2,700	396
Timing of courses (%).						
(i) in school hours	44.0	35.0	63.0	-*	65.0	20.0
(ii) out of school hours	37.0	65.0	16.0	-	35.0	80.0
(iii) part in/out	19.0		21.0			
Residential courses (% of total course).	-	3.0	25.0	1.0	3.0	16.0 (centrally funded only)
School-based activities.	800	-	59	-	-	193
Course participants.						
(i) % government (total % of government teachers in State in parentheses)	87.0 (79.0)	69.0 (84.0)	87.0 (85.0)	97.0 (84.0)	- (79.0)	78.0 (81.0)
(ii) % non-government (total % of non-government teachers in State in parentheses)	13.0 (21.0)	31.0 (16.0)	13.0 (15.0)	3.0 (16.0)	- (21.0)	22.0 (19.0)
Participants in longer courses.	437	1,001	465	-	-	-
Participants in interstate conferences.	-	50	151	-	-	40
Participants on overseas visits.	-	-	12	-	26 (plus 43 study tours)	
Total grants for development activities excluding replacement funds ($000).	2,120	862	605	227	1,800	469

* Information not available for blank items.

4 - THE DEVELOPMENT PROGRAM IN RELATION TO OTHER SOURCES OF IN-SERVICE PROVISION

PROFESSIONAL ASSOCIATIONS

In the course of the evaluation, the involvement of professional associations (teachers unions, subject and principals associations) in teacher development was frequently mentioned. Many of the committee members interviewed and the teachers who took part in discussion groups were office bearers in professional associations. In general, subject associations had taken greater advantage of the opportunities provided by the Development Program than teachers unions or principals associations.

To obtain more information, questionnaires were sent to thirty professional associations, of which eleven replied. The questionnaire (Appendix V) asked for information about the type of development activities provided by the association, and for opinions on the impact of the Development Program and the future role of professional associations in the area of teacher development.

On average, approximately half of the development activities which associations provide are supported by Schools Commission funds. Teachers are helped by development committees with travel and accommodation expenses for attendance at association State and national conferences. Association funds pay for other seminars and meetings, and for association publications such as journals and newsletters.

Benefits of the Development Program

Association representatives felt that the Development Program had resulted in association members becoming less parochial and more professional. Commission funds had enabled associations to invite interstate and overseas specialists to lead in-service activities, to purchase workshop materials and to help with the implementation of new courses, which led to increased expertise, acceptance and satisfaction among teachers. One subject association found that the availability of Commission in-service funds made it possible to direct more association funds to activities for students. Another association reported that because the Commission enabled it to provide more in-service activities, focusing on pedagogical considerations, it was able to gear association-funded meetings more to the frontiers of development in the subject area. Two principals associations commented on the difference that Commission funds had made to their conferences.

> We used to get the same old mundane speakers from among ourselves who'd talk about the same old mundane things. Now we are able to get keynote speakers who can generate discussion.
>
> We now have an intersystemic planning committee which organizes stimulating conferences. Principals are helped to become better administrators in their own schools at a time when the government is pursuing a definite policy of decentralization of administration.

Problems Engendered by the Development Program

There were complaints about the delays in payment of expenses and the long intervals between the submission of an application, its approval and its implementation.

> Conferences need to be budgeted for so far ahead that there is a minimal chance for spontaneous conferences which take advantage of an unexpected visitor or a reaction to a rapidly emerging problem. The development committee keeps running out of money at about the time of our major conference (December) or else has embarrassing riches. Either way it makes confident planning a most difficult operation.

It was pointed out that the Development Program has disadvantaged professional associations in three ways.

(i) Because activities must be open to all teachers, preferential treatment can no longer be given to association members. Therefore, teachers are disinclined to join.

> We may have to rethink our role because, apart from its journals, the association does not provide anything for members that cannot be obtained free by non-members.

(ii) With so much in-service education now available in school hours, teachers have become loath to attend courses in their own time and most association activities are held out of school hours.

(iii) One subject association felt that development committee policies forced associations to adopt approaches that were alien to them.

> The regional development committee funding rules are antipathetic towards subject associations and traditional disciplines. Our association gets funding support by having its office-bearers pose as independent educators in application forms. Trendy bandwagon themes are often necessary to attract money (e.g. Women in Australian history and education).

Future Role of Associations in Teacher Development

Many association representatives felt that professional associations should be given a bigger role and more authority in the organization of development activities, because they are close to teacher interests and needs, have a ready-made channel of communication, and are more flexible and less bureaucratic than other organizations.

One association felt that it would have to change its point of focus from State-wide to local activities, as the latter were preferred by teachers, but it foresaw difficulties in giving effective support of this kind.

> The trend at the moment is towards development within a school across the curriculum, and our association is finding its way in deciding how it can best support such ventures. Every effort has been made this year to support regional ventures, and all of the feedback suggests that regional work is preferred to large scale State-wide activities. However, in the absence of full-time mathematics advisers (we have one to cover the State!), finding and freeing workshop leaders for local regional activities is extremely demanding and becoming increasingly difficult. When requests are made for someone to work with a particular school for a few days things are even more difficult.

TERTIARY INSTITUTIONS

Tertiary involvement in teacher education in Australia has been mainly in pre-service training, up-grading courses and post-graduate diploma and degree work, with little interaction between the three types of training. It has been estimated that 10-15 per cent of all teachers were undertaking courses for further qualifications in 1977 (Cameron, 1977: 7). Most of these courses have been academic and theoretical in orientation. Relatively few universities or colleges of education have initiated non-qualificatory courses in regional development programs, although tertiary lecturers are often guest speakers at such courses. Thus the tertiary contribution to teacher education has been generally seen as segmented, academic and remote from the school community.

However, various pressures are being brought to bear on tertiary institutions that are likely to change their image and function. Increasing support is being given by educators from all quarters to the concept of teacher education as a continuous process, which would require the establishment of strong links between pre-service and in-service training and constant interaction of personnel. The second pressure for change comes from the prediction of imminent teacher surplus and probable reduction of teacher trainee intake. To justify their continued existence, colleges and faculties of education may need to become more actively involved in the in-service education of teachers. Steps have already been taken in this direction in Britain. The number of teacher training places has been drastically reduced and will continue to decrease at least until 1980. As a result, the Advisory Council for the Supply and Training of Teachers has recommended that 20 per cent of college staff time should be allotted to in-service work. A powerful influence in re-thinking the role of colleges has been the James Report (1972), with its concept of three cycles of teacher education producing a new interaction between higher education, initial and in-service training.

An example of a college where a new approach has been implemented is described by Bolam (OECD, 1976). Bullsmershe College of Higher Education, England has established five schools of study, including a School of In-Service Education and Research. The staff assist in the teaching of courses in more than one school, and the college encompasses a wide educational involvement - it is a study centre for adults pursuing Open University courses; it is the country's training agency for community and youth work; it has a large library and resource centre which is available to all teachers and a regional humanities curriculum centre supported by the Schools Council; and it takes responsibility for all new teachers in the country. The In-Service School offers a number of award-bearing courses, ranging from one-term courses to B.Ed. honours degrees. The major emphasis is on the study of the school and the classroom, utilizing the teacher's own working situation as an integral part of a course. The In-Service School - following discussions with teachers, local authority administrators and the Department of Education and Science - is offering a school-based service to teachers.

> The intention of the new scheme is that schools and teachers should see the college as a major resource bank containing people with certain expertise and skills which can be unlocked and directed in relation to issues which the schools themselves raise. Thus, schools would establish a contract with a college, and tutors would normally go into the school to work alongside teachers and children as part of a co-operative enterprise. The commitment of tutors would be substantial and on-going, possibly over a number of years. (OECD, 1976: 43)

No formal commitments of this scale have yet been undertaken by colleges or faculties of education in Australia, although individual staff members have been deeply involved in school and in-service work. Staff members of CAEs in Queensland have played an important part in the operation of the long-term courses sponsored by the Development Program, and education units in universities (such as the Centre for Continuing Education at Monash University and the Centre for the Advancement of Teaching at Macquarie University) have established links with development committees and provided a range of in-service courses for teachers.

The relationship between these groups is sometimes precarious, due to the newness of the situation, uneasy alliances and some empire-protection. This can lead to anomalies - two teachers from Catholic schools reported that they had received circulars from universities saying that in-service funds were available for certain courses. The teachers applied to a university to do a course, but the university would not enrol them until they had paid their fees, and the development committee would not give approval to their application for funds until after the closing date for the course. So the teachers missed out.

It has already been mentioned in a previous section that the Centre for Continuing Education in Tasmania is an excellent example of co-operation between education authorities (university, colleges, teachers centre, education department) for the benefit of teachers. An attempt was made in 1976 to integrate college students and teachers in a CCET course, but the teachers did not like the arrangement because they felt that the two groups had such different interests and requirements in a course. CCET personnel have not been deterred by this apparent lack of success - they feel that the integration of pre-service and in-service education is an important concept, and they will attempt its realization in some other way. The pre-service/in-service link has been successfully established in a different situation in Tasmania. Some schools have organized a mutually beneficial arrangement with a CAE, whereby a group of final-year B. Ed. students work for a period of time with teachers in the classroom and develop a teaching program, with the help of the teachers and college tutors. The students, accompanied by tutors, then take over the classes for two days, thus releasing school staff to work through their own in-service program. This arrangement not only establishes closer links between colleges and schools, pre-service and in-service education, but also provides a real solution to the replacement problem, one of the major obstacles still to be overcome in the Development Program.

EDUCATION CENTRES AND TEACHERS CENTRES

'Teachers centre' is the global term used to cover a variety of centres in Australia which service teachers' needs. Apart from the Commission-funded education centres and the teacher-initiated, State-funded teachers centres, there are, for example, the administrative centres in Victoria for pre-service and in-service education, the professional service centres in New South Wales which provide aids and equipment for in-service courses, and the reading centres in Western Australia which concentrate on one aspect of the curriculum.

Australian teachers centres have been criticized because they are more closely linked with in-service courses than with curriculum development, unlike their counterparts in England. There is a historical explanation for this - the English centres were established in the 1960s when the large-scale national curriculum projects were at the peak of their development and popularity, with a natural spill-over to the local level, whereas the Australian centres were established in the 1970s at the time of the great injection of Schools Commission funds into in-service education. Even in England the situation has changed in the 1970s - Bolam (OECD, 1976: 79) expresses concern about 'the relatively small amount now being spent on the strengthening of local curriculum development activities in teachers centres'.

While most Australian centres acknowledge that their main purpose is to accommodate, service and initiate in-service activities, they all have other functions. Wattle Park Teachers Centre in South Australia is one example of a multi-faceted centre. Over the past few years it has encompassed the following sections - in-service centre, resource centre, ideas exchange (samples of teachers' and students' work), consultant centre, Catholic advisory teacher centre, Independent Schools Board liaison office, advisory teacher librarians, educational technology link, special projects (curriculum development), and women's studies resource centre. The Tasmanian centres cover a similarly diverse range, as do some of the more recently established education centres in other States.

The growth of education centres as part of the Development Program saw the demise of some of the smaller teachers centres which offered a social meeting place and some equipment but were not actively involved with development activities (Fallon, 1978: 39). However, there is still a proliferation of teachers centres (34 in Victoria alone), functioning on an ad hoc basis in the development context, trying to meet the needs of teachers, schools and development committees. An opinion frequently stated by personnel in the centres, the systems and the Program is that some rationalization is needed of teachers centres, education centres and other resource centres, so that their potential in teacher and community development can be fully realized.

Important questions to be answered are - what are the unique characteristics of teachers centres and education centres, and can a case be made to support the continued maintenance of both types?

Development committees have poured a lot of money into teachers and resource centres to provide equipment and facilities to support in-service work, and in some cases have succeeded almost too well - Ingvarson felt that by 1976 most Victorian teachers centres were 'over-equipped in relation to their current usage and under-staffed in relation to their possible function' (VISEEP, 1976: 78). Staffing is a perennial problem in teachers centres - most are staffed by primary teachers on part-time study leave, a situation which produces neither continuity nor career commitment.

Another problem of teachers centres is that they are often located in State primary schools, which constricts their function and deters non-government teachers and State secondary teachers from attendance.

On the positive side, Fallon (1978: 41) reported that teachers centre staff

> claimed that being part of a larger structure gave them direct access to more resources and enabled them to arrange time-release for teachers to be involved in development activities.

Personnel from many of these centres, supported by education departments and development committees, have worked closely with regional education officers involved in Development Program operation - handling direct grants, vetting applications, initiating courses, providing venues and facilities.

Commission-funded education centres are well-equipped autonomous units with full-time directors; they are independent of employing authorities and therefore more likely to attract teachers from all systems and levels. Education centres do not cater exclusively for teachers, but emphasize the importance of community involvement in education.

A Victorian education centre director felt that some development committees harboured misconceptions about the self-sufficiency of education centres which made it difficult for centres to obtain funds.

> Too often education centres are thought to be affluent, with sufficient money to run in-service independently. In practice the centres find that their recurrent budgets are largely absorbed by salaries and operating costs. (Howe, 1977: 2)

Howe felt that education centres could perform a unique function in the Development Program. They could offer:

> (i) a small network of operational units potentially valuable for work experience training of teachers centre staff;
> (ii) the nucleus of an intra-regional and inter-regional resources network;
> (iii) agencies for additional de-centralized in-service initiatives and administration. (Howe, 1977: 3)

Although the two types of centres possess certain group characteristics, each education centre, like each teachers centre, has developed in different ways and performs different functions; therefore it would be inappropriate to propose a general plan of rationalization and co-ordination applicable in all States and regions. The present deployment of centre resources in teacher and community development is not efficient in terms of realization of potential. It is an issue which should have a high priority in policy discussions of education authorities in general and development committees in particular, for the centres embody some of the basic principles of the Development Program - devolution of responsibility, and interaction between teachers and community, and between school systems and levels.

There are many examples of co-ordination for more efficient use of centre resources already in existence - the Tasmanian centres, functioning through an amalgamation of State and federal funds for teacher development; the recommendation of the Victorian Curriculum Service Enquiry for the integration of the 34 teachers centres, 17 audio-visual centres and five demonstration units into professional service centres; the five-day residential seminar in Queensland at which education centre and teachers centre personnel discussed their roles and operations, interests and difficulties; and the reading centre in Perth which involves teachers, parents, secondary students, and final-year college students in its in-service courses.

In discussions with the teachers centre and education centre personnel about the future role of centres in teacher development, the following functions were identified as most important:

(i) to become a co-ordinating body within a region, and a centre of communication between schools and sources of in-service education;

(ii) to become more closely associated with development committees, and assume direct responsibility for the administration and organization of in-service activities;

(iii) to obtain direct grants from development committees to facilitate immediate response to local development needs;

(iv) to establish closer communication with schools through the appointment of liaison officers (in centres and/or schools), and provide assistance in school-centred activities;

(v) to encourage teachers to participate in curriculum development, and provide in-service support where needed.

SCHOOL SYSTEMS

Questionnaires were sent to representatives of State and Catholic school systems, and to representatives of parent organizations in each State to obtain more information about the effects of the Development Program and its relationship with other sources of in-service provisions in Australia. The questionnaire (Appendix VI) asked representatives to respond to statements concerning the extent of systems influence on the Program (discussed in Chapter 8); ways in which the Program affected general and in-service policies of the system or organization; extent of interaction between Schools Commission/systems, Schools Commission/development committees, Development Program/other Commission programs; and suggestions for future in-service education models.

Effects of Development Program on Systems

Catholic schools. In most, if not all, States there was no organized system-supported in-service education in secular subjects for teachers in Catholic schools before 1974. The Development Program demanded Catholic participation, and the expertise acquired through this participation spilled over to Catholic in-service education, increasing the quantity and improving the quality of secular and religious provision. A regional Catholic representative in South Australia remarked that increased involvement in Catholic in-service education meant that Catholics often left the initiation of in-service courses in the Development Program to State and independent school people. In States where an in-service co-ordinator for Catholic or non-government schools had been appointed, it was evident that the co-ordinator's efforts greatly increased teacher interest and participation in development activities both funded and non-funded, particularly those centred on the school.

Independent schools. Representatives of independent schools often find it difficult to speak on behalf of a 'system', because these schools are largely a collection of unco-ordinated units. There are associations of independent schools in some States which have taken an active part in the Development Program, but there is little in-service education provided by these groups outside the Program. The appointment of in-service officers for independent schools is

> seen by many as the first move for the independent schools as a group to create, through certain selected personnel, a loose system which will complement their independent operation. (independent schools representative, Victoria)

One representative echoed the views of several others when he spoke of the significant effect of Program policies on independent school teachers.

> There has been a breaking down of that parochialism often mistaken for independence. There is a growing concern for schools and their development. The inter-system principle is now genuinely accepted as good.

Other effects of the Program on independent teachers that were mentioned were that less in-service work now needed to be done by volunteers in their spare time, and that the Program had stimulated teachers to attend a wider variety of courses provided by other bodies than they have previously.

Government schools. In four States, the education department has maintained, and sometimes increased, its funding for teacher development, concentrating on those activities which meet the particular needs of the system which cannot be funded by the Development Program. As mentioned in a previous section, the Development Program accelerated the move towards decentralization in the education departments of the States - this simultaneous move in the one direction has helped each group clarify its own position and give support to the other.

From the outset, the resources of the Development Program in Tasmania were amalgamated with departmental in-service resources through the operation of the teachers centres, dispensing with divisions between employer-initiated and teacher-initiated in-service education. The three centres were all operating with Education Department funds before 1974, but Schools Commission funding (through the Education Centre Program) had been different for each of them, which has caused some problems.

> Before the advent of the Commission it was at least possible to share funds in an equitable fashion. The present situation may be likened to a biological environment into which a massive intrusion is made from outside. The fragile, carefully built-up 'ecological web' is damaged almost beyond repair. (Education Department representative, Tasmania)

A member of the State development committee in South Australia has pointed out an unintended effect of the Development Program in his State. He refers to a two-stage sequence in a continuing professional development program - a 'grass roots' development, which is characterized by 'increased opportunities, encouragement and support for teachers to engage in a wide variety of activities' which is followed, once the need for development is established and accepted, by a comprehensive and co-ordinated approach, incorporating planning, needs identification, evaluation, priority setting and skilled leadership in methodology. The 'grass roots' stage in South Australia did not begin in the 1970s as it did in other States (precipitated by the Schools Commission Program) - it had gained its initial momentum in the late fifties and early sixties.

> It could be noted that in South Australia the advent of Schools Commission funding prolonged the 'grass roots' development phase and extended its benefits to new sections of the teaching service within State and independent school systems. It had, however, an incidental side effect of delaying, for a time at least, formulation and implementation of a comprehensive, continuing teacher education program of a quality comparable with existing pre-service teacher education programs. (O'Hare and Thiele, 1977: 3)

Parents organizations. Parent representatives felt the Development Program was making more parents aware of their organizations' long-held aims, and providing opportunities for these aims to be realized.

> There has been some reinforcement of policies already held, i.e. the importance of parental involvement in and understanding of the educational process for the success of school and individual child development. (parent representative, New South Wales)

Some representatives remarked that development activities, particularly those that were school-based, were helping to build an easier and more fruitful alliance between teachers and parents.

> The Development Program has great potential for showing teachers that we are neither the enemy nor incompetent non-professionals wishing to interfere. (parent representative, New South Wales)

PART TWO: IMPACT OF THE DEVELOPMENT PROGRAM: TWO SURVEYS OF TEACHERS

Surveys undertaken in Victoria and Tasmania in 1977 were sponsored by the State development committees in the two States, partly for State purposes, and partly as a contribution to the national evaluation of the Development Program. The Victorian questionnaire was a follow-up to the 1974 survey of teachers undertaken for the Victorian In-service Education Evaluation Project.

The results of the surveys are discussed in the following chapters.

5 - QUESTIONNAIRE TO VICTORIAN TEACHERS

In 1974 the Victorian In-Service Education Committee (VISEC) sponsored a two-year evaluation of in-service education in Victoria. The evaluation was conducted by a team from the Australian Council for Educational Research and the Faculty of Education, Monash University. In August 1974 a questionnaire on in-service education was sent to 1,000 teachers in Victoria, the results of which were published in the second of five reports (Victorian In-Service Education Evaluation Project, 1975).

In 1977 three members of the evaluation team applied to VISEC for funding, readily granted, to undertake a re-run of the questionnaire to determine if any changes had taken place in teachers' experiences or opinions of in-service education over the three-year period.*

RESEARCH DESIGN

The teachers who received the questionnaire in 1974 were a stratified sample, with proportional representation of male/female, metropolitan/country, primary/secondary/technical and government/independent/Catholic teachers.** The final sample number was reduced to 936 teachers (because some teachers could not be traced) of which 814 replied, a response rate of 87 per cent.

An attempt was made to trace all the 814 teachers in 1977, but only two-thirds could be found. (The missing teachers had either changed schools or jobs, resigned, died, were on maternity leave, or had left the State.) It was therefore decided to include a new complementary sample of approximately the same number of teachers, stratified in the same way. The questionnaires were distributed and, after a follow-up letter and telephone calls, 626 replies were received (311 from the repeat sample, 315 from the new sample), a response rate of approximately 70 per cent.

As with the original survey, a pilot study was undertaken with 30 teachers to test the structure and content of the new questionnaire. The final version of the questionnaire contained 24 items, which could be divided into three types - there were ten teacher attribute items (covering qualifications, sex, teaching experience, school system and level, area, school responsibilities, number and funding source of in-service courses attended) and five opinion/experience items from the original questionnaire, and nine new opinion/experience items.

ANALYSIS OF RESULTS

Frequency tables were drawn up for all items. Opinions of sub-groups of teachers were investigated by drawing up contingency tables between attributes of teachers and their responses to opinion questions. Chi-square analysis was applied to measure the association between attribute and opinion variables in each of the contingency tables, which was then translated into a probability value (the probability of the observed value of chi-square being obtained if there was no association). Values of the probability (p) less than 0.5 were taken as evidence of high association.

---

* Lawrence Ingvarson from Monash University assumed the major responsibility for the project. He was assisted by Peter Thomson and Margaret Batten from the Australian Council for Educational Research.

** The terms 'Catholic/independent teacher', as used in this report, refer to teachers in Catholic/independent schools.

A full report of the 1977 questionnaire results will be presented to VISEC by Lawrence Ingvarson. He presented an interim report in July, 1977 - Ingvarson (1977), *Some Effects of the Teacher Development Program in Victoria.* For a more detailed analysis of the responses to items used in the original questionnaire, see Victorian In-Service Education Evaluation Project (1975), *Questionnaire to Teachers.*

The present discussion will be in four parts - some general comments on the implications of the questionnaire results, discussion of comparative items on the 1974 and 1977 questionnaires, discussion of new items on the 1977 questionnaire, and an outline of the teacher attribute profiles which emerged from the statistical analysis. These profiles are determined by the measures of high association between attribute and opinion variables for individual items, identified as 'trends' in the discussion.

For many of the items in the questionnaire, teachers were asked to rate their responses as Considerable, Moderate, Slight, or Nil. For the purposes of this analysis, the Considerable plus Moderate categories are regarded as positive responses to the item, and the Slight plus Nil categories as negative responses.

It must be remembered that questionnaire responses provide information about teachers' perceptions of a situation, which are not necessarily an accurate record of the actual situation; there is not, therefore, an automatic congruence between statistical significance and practical educational significance. It is nevertheless useful to consider the trends and patterns which emerge from the responses, and to note the extent to which they support the findings in the other parts of this report.

General Comments

Has the Schools Commission's Development Program had an impact upon Victorian teachers? The evidence provided by the responses to the questionnaire (particularly Questions 6, 10, 11, and 24) suggests that its impact has been considerable. Over the three years, the average number of courses attended by teachers has almost doubled, and in-service education now makes a greater contribution to the professional development of teachers. Factors associated with in-service activities have also increased in their importance to professional development - factors such as involvement with teacher groups, professional reading, consultancy assistance, school meetings.

Responses to the two questions which specifically dealt with the aims and operation of the Development Program over the three years shows that teachers felt it is working successfully and that they have benefited from it. There are still many teachers who do not know about the Program and its aims (20 per cent of teachers were ignorant of the inter-system principle, which is one of the basic tenets of the Program's philosophy).

Some interesting information has emerged about the effects of the Program on the work of teachers in their classrooms. In 1974 and 1977 teachers were asked if in-service programs helped them to cope with problems or introduce changes in the classroom. The result was positive both times, but there was only a 3-4 per cent rise in the degree of agreement with the statement, which does not indicate a great change in effect. It was clear from responses to the questions on sources of ideas and reasons for change in the classroom that in-service education (ranked second and third) was one of the prime motivating factors for change in the classroom. The other important factors were reading, the influence of other teachers (the importance of this factor is reiterated in other questions), and self-motivation. This was an unexpected factor, and one which is often overlooked in thinking about the professional development of teachers. As Ingvarson (1977) said:

> Listening to other people's solutions to other people's problems is one kind of irrelevance in ISE. Helping teachers diagnose their own methods or problems and their effects is a totally different kind of ISE. It is at this point that ISE needs to meet and support teachers in their own efforts to adapt to changing circumstances.

It is perhaps for this reason that classroom-based action research programs with consultancy support (Question 21) is ranked higher as a strategy (fourth out of eight) than any other development strategy which includes consultants. This may be because the strategy mentions involving teachers 'in co-operative study and evaluation of their own teaching programs'.

Reference is made in several questions to different types of in-service courses. Teachers are supportive of Schools Commission encouragement of school-based teacher development - it was considered to have the most potential value of all in-service strategies. As far as duration of courses is concerned, short courses (particularly of one day's duration) are unquestionably the most popular with teachers, despite Commission and development committee attempts to promote longer courses. This may be associated with the long-prevailing problem of teacher release, which in some cases is an almost insuperable obstacle to attendance at courses, especially longer ones. Teachers were moderately supportive of residential courses, except when they involved only staff of a single school, a contradiction which is difficult to understand or explain in the face of supportive evidence for school staff residential programs which has emerged from other sections of the present study.

The main requirement of teachers concerning the nature of in-service courses is that they should have a practical emphasis and be relevant to the classroom situation. Following on from this, they prefer the practical session or workshop to the lecture, and welcome any opportunities for formal and informal discussion with experts and peers.

Comparative Items 1974-1977

Question 6(a) *How many in-service courses or activities have you attended since January 1972/1975 (including activities held within your school)?*

	Number of in-service courses attended (%)*					Average no. per year (approx.)
	0	1	2-3	4-6	7+	
1974 (Jan. 1972 to Sept. 1974)	14.3	17.3	36.4	24.1	6.4	1.0
1977 (Jan. 1975 to Jan. 1977)	9.3	11.5	36.6	28.3	13.9	1.7

* The percentages presented in the following tables do not always add up to 100 per cent, because the percentage of omitted responses is not included.

Trends (from chi-square analysis, where $p < 0.05$)

Level. Secondary teachers attended proportionally fewer courses than primary or technical teachers (1974 and 1977).

System. Independent school teachers attended proportionally fewer courses than government or Catholic school teachers (1974 and 1977).

The average number of courses attended per year has almost doubled in the three years. In 1977 there were proportionally fewer people in the lower attendance rate category (0-1 courses) and proportionally more in the higher attendance rate category (4+ courses) - the percentage had more than doubled in the 7+ courses category.

Question 5: *Most teachers have definite ideas on the subject of in-service education. We would appreciate your reactions on these general statements about in-service education.**

		Responses (%)				
		Strongly agree	Agree	No opinion	Disagree	Strongly disagree
In-service courses are unnecessary.	1974	4.3	2.9	1.3	31.7	59.1
	1977	2.1	4.3	1.1	41.7	50.3
All teachers should attend at least one in-service course a year.	1974	34.9	42.9	9.8	9.3	2.5
	1977	30.0	42.5	13.1	10.4	2.4
In-service courses are a good method of supplementing pre-service education.	1974	33.9	56.4	3.4	4.4	1.2
	1977	22.7	59.3	10.1	5.4	0.8

In comparing the two years, teachers were consistent in the very high degree of support they gave to the concept of in-service education as an essential part of a teacher's professional life.

The 1977 responses to these statements, and to most others in this question, showed a slight but persistent tendency to veer away from extreme opinions compared to their 1974 counterparts - in 1977, responses were slightly lower in the 'Strongly agree' and 'Strongly disagree' categories, and slightly higher in the 'Agree' and 'Disagree' categories.

---

*The items in this question have been divided into five groups for easier discussion of responses.

		Responses (%)				
		Strongly agree	Agree	No opinion	Disagree	Strongly disagree
In-service courses would be more beneficial if teachers could choose the areas to be covered.	1974	25.9	62.3	4.4	6.0	0.5
	1977	19.8	63.3	6.4	5.4	0.6
Teachers should be given more opportunities to run in-service courses themselves.	1974	17.3	48.0	18.2	13.4	1.7
	1977	9.7	53.7	17.9	15.7	1.4

Trends

Level. These statements were given most support by technical teachers in 1974, and primary teachers in 1977.

System. The first statement was given least support by independent teachers (1974, 1977). The second statement was given least support by independent and Catholic teachers (1974, 1977).

Teachers were certainly keen to be consulted about the content of in-service courses, but were a little less enthusiastic about assuming full responsibility for organization. In these items (and several others in this question) there was a tendency for teachers to more constructive in their expression of support for a statement in 1977 than in 1974. Although the total positive responses ('Considerable' and 'Moderate' categories) remained fairly constant over the three-year period, there was a marked decrease in the 'Considerable' category in 1977. Non-government teachers remained more reluctant than government teachers to take an active part in course planning or organization.

		Responses (%)				
		Strongly agree	Agree	No opinion	Disagree	Strongly disagree
In-service courses have rarely caused me to make changes in my teaching.	1974	2.33	18.7	10.7	54.2	11.9
	1977	3.2	18.5	6.2	59.7	10.7
In-service courses help me cope with problem areas in my teaching.	1974	7.2	51.1	16.5	19.0	2.9
	1977	6.9	53.8	13.4	21.2	2.4

Trends

System: The first statement was most strongly opposed by independent teachers (1977), the second was most strongly supported by Catholic teachers (1977).

There was no significant difference between the systems in responses to these items in 1974, but in 1977 non-government teachers were more certain than government teachers that in-service courses had helped them in their teaching.

		Responses (%)				
		Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Large-scale one-day conferences are usually a waste of time.	1974	17.4	30.7	7.5	37.1	5.6
	1977	14.9	31.8	7.5	40.1	4.6

Teachers have remained equivocal about large one-day conferences. Secondary teachers tended to be slightly more in favour of them, primary and technical teachers least in favour.

		Responses (%)				
		Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Residential in-service programs are worth the expense.	1974*	-	-	-	-	-
	1977	16.5	34.2	32.3	12.0	2.9
Parents should be given more opportunities to be involved in in-service education programs.	1974*	-	-	-	-	-
	1977	12.1	45.7	16.5	18.4	6.4

Trends

System: Both statements were given most support by Catholic teachers, least support by independent teachers.

Of the teachers who expressed an opinion about residential programs and parent participation, (there was a large 'No opinion' vote), more than two-thirds supported both ideas.

---

*These items were not included in the 1974 questionnaire.

Teachers who had attended no in-service courses tended to have no opinion about the statements, except that they quite strongly supported parent participation. Teachers who had been to 7+ courses were very supportive of the positive side of all statements.

Question 10: *A teacher's professional development may be influenced by a variety of factors. Decide how important the following factors have been in your professional development.*

		Importance (%)				
		Considerable	Moderate	Slight	Nil	Rank
(i) Original teacher training	1974 1977	39.8 41.1	34.4 31.9	21.0 22.5	3.9 2.6	1 3
(ii) In-service courses	1974 1977	16.0 22.4	36.6 44.9	31.5 25.2	12.2 4.8	5 4
(iii) Other meetings of teacher groups outside the school	1974 1977	22.6 26.2	32.4 35.0	29.6 28.0	12.9 8.0	4 5
(iv) Formal study, research, professional reading	1974 1977	39.6 45.8	33.5 34.3	20.3 15.2	5.4 3.0	2 1
(v) Assistance from visiting consultants	1974 1977	10.7 9.6	23.5 27.2	34.5 35.6	28.9 24.1	6 6
(vi) Formal or informal meetings within the school to discuss educational topics	1974 1977	32.9 39.3	37.0 35.1	23.0 19.6	5.8 4.3	3 2

Trends (1977)

Level: School meetings were not quite as important to secondary teachers as they were to primary and technical teachers. Consultants were of most help to primary teachers (even more than in 1974).

System: Consultants were of most help to Catholic teachers as was the contribution made to professional development by in-service courses. Study and reading were particularly important to Independent teachers. School meetings and original teacher training were of more importance to non-government than government teachers.

The Kolmogorov-Smirnov two-sample test was applied to the data to determine whether there had been any significant shifts in the responses to each of the items in 1974 and 1977. The only items within which there was a significant shift were in-service courses and meetings within the school.

As Ingvarson (1977) said, this is strong, if indirect, evidence that the Development Program is perceived as having made a real impact on teachers over the past three years.

All the factors, except for assistance from visiting consultants, continued to make a positive contribution to teachers' professional development. All factors, except for original teacher training, increased in their importance to teachers, particularly in-service courses. Study and reading, school meetings, and in-service courses had all risen in the ranked order (determined according to the sum of 'Considerable' and 'Moderate' responses to each item).

Question 12: *Listed below are some possible reasons for attending in-service courses. Decide how important these reasons were when considered in relation to your attendance at in-service courses since January, 1975.*

		Importance (%)			
		Considerable	Moderate	Slight	Nil
(i) To be brought up-to-date with recent changes in subject area (other than in teaching methods).	1974	46.4	24.6	9.8	3.9
	1977	61.8	21.9	7.5	3.7
(ii) To comply with directives or expectations of educational administrators.	1974	10.6	14.3	19.0	39.2
	1977	10.9	18.2	24.9	40.6
(iii) To gain promotion.	1974	2.2	2.7	4.8	74.3
	1977	5.0	6.7	15.8	67.1
(iv) To learn more about new methods of teaching a skill or subject.	1974	49.1	23.2	9.0	3.1
	1977	63.6	24.1	5.0	3.0
(v) To meet and exchange ideas with other teachers.	1974	56.0	20.0	6.9	2.2
	1977	65.0	23.0	5.3	1.8
(vi) To help promote change by publicizing my own ideas.	1974	6.3	14.3	28.0	35.1
	1977	8.9	20.0	33.7	32.6
(vii) To learn more about educational technology (e.g. the production use of audio-visual aids).	1974	22.9	21.9	21.7	17.6
	1977	26.0	33.7	23.5	11.8
(viii) To have a break from teaching.	1974	4.2	10.4	19.5	49.6
	1977	5.6	10.9	23.6	54.3
(ix) To learn more about the relevance of philosophy, psychology or sociology to education.	1974	15.1	20.0	23.6	25.2
	1977	14.2	25.2	29.2	26.2
(x) To learn about alternative methods of school organization.	1974	-	-	-	-
	1977	26.0	33.2	21.4	14.2

The positive responses ('Considerable' plus 'Moderate' categories) of teachers to this question have risen by an average of 10 per cent over the three years, with the four top-ranked reasons rising by 12-17 per cent. The four most important reasons were the same as in 1974 - learning new teaching methods, exchanging ideas with other teachers, up-dating subject areas and, although 20 per cent behind the first three, learning more about educational technology. The least important reason for attendance at courses in both years was to gain promotion. The new item in 1977, to learn more about alternative methods of school organization, received a fairly strong positive response.

Question 13: *Various factors are responsible for teachers' inability or unwillingness to participate in some in-service courses.*

		Importance (%)			
		Considerable	Moderate	Slight	Nil
(i) Cost (e.g. travel)	1974	6.8	11.8	21.0	55.2
	1977	12.6	18.4	29.4	36.9
(ii) Domestic and/or personal responsibilities	1974	19.4	19.3	20.6	35.8
	1977	31.9	27.2	20.3	18.8
(iii) Difficulty of staff replacement	1974	28.5	18.7	19.0	28.5
	1977	33.2	26.4	18.1	19.5
(iv) Reluctance to break continuity of teaching program	1974	11.7	22.6	26.4	33.7
	1977	23.3	27.5	30.0	17.3
(v) Principal's disapproval	1974	8.0	5.8	11.1	69.2
	1977	7.5	9.1	20.1	61.5
(vi) Inadequate communication on the part of the organizers	1974	9.5	17.3	23.0	44.2
	1977	8.8	19.5	32.6	36.3
(vii) Rejection or postponement of application	1974	4.1	4.8	7.4	77.4
	1977	3.8	5.4	16.8	70.3
(viii) Inadequate communication within the school	1974	10.1	12.3	21.1	50.4
	1977	7.7	15.0	27.6	46.6
(ix) Lack of relevance of programs to my teaching and problems in my school	1974	14.9	21.5	23.5	34.0
	1977	19.6	26.5	25.2	25.4
(x) Commitment to study for further qualification	1974	10.8	7.9	7.0	67.8
	1977	13.3	8.9	12.3	62.3

The four major reasons given by teachers for non-attendance at in-service courses remained the same over the three years, and the number of people who felt they were important had risen by an average of one per cent. These reasons were - difficulty of staff replacement, personal responsibilities, reluctance to break continuity of teaching program, and lack of relevance of programs to teaching. The least important reasons for non-attendance at courses in both years were rejection of application and principal's disapproval. Cost was a factor that was of particular importance to country teachers.

Question 19: *This question deals with the duration of in-service courses. We are concerned here only with the practicality of course time, not with the nature of the courses themselves. For each alternative indicate if you would be willing to attend or unwilling/unable to attend.*

Duration	Willing (%)		Unwilling/Unable (%)	
	1974	1977	1974	1977
During school hours.				
(i) ½ to 1 day repeated at intervals	66.3	68.1	23.5	20.6
(ii) 1 day	73.1	78.3	15.5	11.5
(iii) 2 days	69.0	69.5	18.7	19.0
(iv) 3-5 days	45.8	43.5	41.5	42.3
(v) Between 1 and 4 weeks	25.3	19.2	60.7	65.2
Out of school hours.				
(vi) Evenings	54.2	54.8	38.8	36.6
(vii) After school	52.8	56.7	38.1	34.2
(viii) Weekend	23.6	26.4	66.3	61.8
Combined.				
(ix) Weekend, plus 1 or 2 'school' days	-	37.1	-	53.5
Vacation.				
(x) Short vacation - up to 2 days	65.6	57.7	25.9	33.9
(xi) Short vacation - more than 2 days	31.7	23.3	56.9	63.4
(xii) Long vacation - up to one week	43.7	33.2	47.8	56.1
(xiii) Long vacation - more than one week	10.1	6.9	77.0	78.8
Full-time release.				
(xiv) 1-3 months	53.8	48.1	38.2	43.6

Teachers' preferences about course durations had not changed radically since 1974. First preference was given to courses held during school hours, next to full-time release, then to out of school hours courses, and last were vacation courses, which were even further out of favour with teachers in 1977 than in 1974. Longer courses (up to four weeks) in school hours fell in popularity, but there was a slight rise in willingness to attend courses after school and at weekends. The favourite was still the one-day course, by an even greater margin than last time.

New Items 1977

Question 6(b): *Indicate the number of courses that you have attended which have been supported by each source of funding.*

		Responses	Percentage of total	Number of courses
Schools Commission funding	The Victorian In-service Education Committee; i.e. 'Karmel' - funded statewide or inter-regional activities	261	41.7	430
	A Regional In-service Education Committee; i.e. 'Karmel' funded activities within one region only, such as Preston or Ballarat	208	33.2	360
	Total	469		790
Funding from other sources	Self	288	46.0	461
	Sources such as Education Department	120	19.2	174
	Total	408		635
No funding	Courses/activities for which no outside funding was sought	227	36.3	396

The outcomes of this question should be treated as only an approximate indication of sources of in-service support - from talking to Victorian teachers and course organizers, it is apparent that many course participants have no clear idea about the identity of the sponsor of the activities they have attended. From the responses, it would appear that teachers have been involved in more in-service activities outside the Development Program than within it, although Schools Commission funding predominated over other sources of funding.

Contrary to some expectations, country teachers have been more involved in both centrally funded (VISEC) and regionally funded (RISEC) courses than their metropolitan counterparts. Metropolitan teachers have been more involved than country teachers in non-funded activities.*

---

*These interpretations (and any that follow, which are not identified as 'trends') are made from frequency tables, not from the evidence of chi-square analyses. The interpretations mainly refer to the teacher attribute variables of system (government, independent, Catholic) and level (primary, secondary, technical).

Secondary teachers and independent school teachers attended proportionally more VISEC courses, and government, primary and technical teachers attended proportionally more RISEC courses.

Primary teachers and Catholic teachers were more involved in courses where expenses were paid by participants.

Primary teachers were more involved in non-funded activities (spread equally over the systems), and non-government teachers were more involved in activities funded from other sources (mainly self-supported, or from the Catholic Education Office).

Question 7(a) *Which of the following categories describes your involvement in the organization of in-service programs attended since January, 1975? (It may be necessary to check more than one category.)*

		Percentage of total respondents
(i)	Organizer	9.7
(ii)	Member of committee or group planning content or method	19.6
(iii)	Group leader of course activity	19.0
(iv)	No organizational involvement	79.2

More than three-quarters of the respondents had no organizational involvement in in-service programs. The organizational experience of most of the remaining teachers was as group leaders or members of planning committees.

Secondary teachers were least involved in all organizational aspects; least involved as group leaders were Catholic teachers, and independent teachers were least involved as organizers and members of planning committees.

Proportionally more country teachers were organizers, and more metropolitan teachers were members of planning committees.

The second part of this question asked organizers to comment on the problems and benefits of their involvement. The main problems mentioned in order of frequency were: (i) lack of time, (ii) teacher apathy, (iii) red tape, (iv) trying to make programs relevant to the needs of participants. The major benefits mentioned were an increased understanding of (i) a particular topic area and (ii) the problems of other teachers.

Question 8: *Information about a new teaching idea may come from a variety of people or sources. Rank the sources of information listed below:*

(a) according to how frequently you have gained new teaching ideas from them over the past three years;
(b) according to how helpful they have been to you in putting new teaching ideas into practice over the past three years.

Sources of information	Rank	
	(a) Frequency	(b) Helpfulness
(i) A principal	5	5
(ii) An inspector	7	7
(iii) Other teachers	1	1
(iv) A consultant from Curriculum and Research Branch	6	6
(v) A local adviser or regional consultant	4	4
(vi) In-service courses	3	3
(vii) Literature in education such as books or journals	2	2

Ranking was identical for Frequency and Helpfulness of new teaching ideas. It was apparent that personal reading and interaction with other teachers were valuable experiences for teachers. In-service courses were also a useful source of ideas but, as Ingvarson (1977) said, 'Persons held most responsible for educational leadership and innovation in their official capacity are apparently the least credible as sources of teaching ideas to teachers.'

There was some disparity between system and level rankings of the different sources. Technical teachers ranked Curriculum and Research Branch consultants above regional consultants. Catholic teachers and primary teachers ranked in-service courses first or second, and reading third. Independent teachers ranked reading above other teachers in terms of helpfulness.

Question 9(a): *Briefly outline one or two changes that you made over the past two years in your teaching methods, or in your approach to teaching generally, that you consider to have benefited your students.*

Number of respondents mentioning changes	Total number of changes mentioned
474 (76.7%)	739

Question 9(b): *What led you to make each of these changes?**

	Reasons	Number of times mentioned
(i)	Self-motivation (experience/better understanding of children/to obtain a better response/dissatisfaction with existing method of program)	213
(ii)	In-service activities	155
(iii)	Discussion with other teachers/observation of other teachers	122
(iv)	Reading/research/extra study	71
(v)	Visiting consultants/local advisers/resource persons	39
(vi)	Imposed change/pressure from external sources (introduction of new school policy, curricula, equipment/community or media criticism)	34
(vii)	Principal's suggestion	4
(viii)	Inspector's suggestion	1

The changes mentioned covered a wide variety of teaching methods. The most frequently mentioned were: the introduction of group work, individualized instruction, the use of audio-visual aids, encouragement of student initiative and experimentation, emphasis on basic skills, better organization of timetable, implementation of specific ideas in subject areas. It is interesting to note that the more often teachers attended in-service courses, Question 6(a), the more likely they were to make changes in their teaching methods (there was 38 per cent difference in changes made between 0 and 7+ courses attended).

Following on from the previous question, it becomes even more apparent that the most important influences in the continuing development of a teacher are in-service education, interaction with other teachers, and reading or study. However, this question, which listed no specific categories but left teachers free to give their own, revealed an influence on development not previously mentioned - self-motivation, which heads the list of reasons for change.

---

*This was an open-ended question

Question 11: *We are interested in knowing your views on the development of in-service education over the past three years. For each of the following statements please indicate the extent to which you agree or disagree. Space is available for comment.*

	Responses (%)				
	Strongly agree	Agree	No opinion	Dis-agree	Strongly disagree
(i) In-service education has become no more relevant to the problems I face as a teacher.	6.5	22.4	15.0	41.5	9.7
Comments. Relevant - in specific areas, e.g. remedial, migrant, art/craft; based more on classroom application (16) No more relevant - courses and lectures too theoretical (26)					
(ii) A greater opportunity now exists for me to participate in in-service activities.	12.9	43.0	9.6	23.5	5.8
Comments. More participation - due to increased funding, relief teachers, better facilities, more teachers centres (57) No greater participation - due to reluctance to leave class, shortage of relief, distance, other commitments (53)					
(iii) The approaches used within in-service programs have not improved.	18.1	28.3	38.0	5.9	6.9
Comments. Improved - fewer lectures, more teacher involvement, organizers more professional (53) Not improved - not enough teacher participation, too many lectures (12)					
(iv) The variety of types of in-service programs now available is no greater.	1.9	13.6	20.8	47.6	10.1
Comments. Greater variety - in content and method, also in range of venues and length of courses (52) No greater variety - increase in quantity but not quality (7)					
(v) In-service education has given me and my colleagues a new perception of our role as teachers and has consequently led to an improvement in the quality of education in our school.	8.5	39.5	23.5	17.9	4.3
Comments. Quality - influenced slightly or not at all - in-service gives teachers some new ideas, nothing more (34) - helps teachers approach and cope with problems better, developing self-evaluation, generating enthusiasm and a sense of sharing achievement, particularly in school-based programs (46) Perception - does not give teachers a new perception of role, but enables them to see role more clearly (15)					

Trends

Level. Primary teachers were most convinced about increased relevance and opportunities for participation. Secondary teachers were least convinced about relevance, increased participation and improved approaches.

System. Catholic teachers felt most strongly that over the three years in-service education has become more relevant, and has given teachers a new perception of their role and that greater opportunities exist for teachers to participate. Independent teachers felt least strongly about the last two of the three aspects mentioned.

Teachers responded positively rather than negatively to the development of in-service education over the past three years (an average of 45 per cent in positive responses, compared to an average of 28 per cent in negative responses). The main criticism expressed was that courses still tended to be too theoretical.

The relatively high percentages in the 'No opinion' category may be attributed to two factors - the number of teachers with less than three years' teaching experience who were unable to comment, and the confusion felt by some teachers about the meaning of the statements, particularly the last one.

Question 20(a): *Approximately how many times during 1976 did you use a teachers centre and/or education centre (for purposes other than formal courses for qualifications)?*

(0)	(1)	(2-4)	(5-9)	(10+)
55.3%	12.9%	18.2%	5.8%	4.2%

(b): *If you have used a centre, please indicate which of the purposes listed below applies to you by ticking the appropriate boxes.*

(c): *Which of the purposes listed in* (b) *do you consider to be the most important contribution of the centres to teacher development?*

		Rank	
		(b)Use	(c)Importance
(i)	For meetings of such groups as teachers unions, principals and vice-principals associations	4	7
(ii)	To borrow or use equipment such as TV, cameras and photocopiers	3	3
(iii)	To mix socially with other teachers and swap ideas	5	2
(iv)	To gain access to new teaching materials or programs (curricula)	2	1
(v)	To attend a specific in-service course or meeting of the lecture type (other than a course for a qualification)	1	4
(vi)	To make or adapt teaching materials with other teachers	7	6
(vii)	To work with other teachers on a specific local problem-solving effort related to school organization or curricula	6	5

(d): *If you have not used a centre please indicate which of the following reasons best explains your reason for not attending by ticking the adjacent squares.*

		Rank
(i)	I did not know that teachers centres or education centres were in existence.	5
(ii)	I do not have easy access to a teachers centre or education centre.	3
(iii)	Centres serve a useful purpose for some teachers, but they do not meet my needs.	4
(iv)	I do not have the time to use the centres (because of teaching load or outside commitments).	1
(v)	The function and activities of the centres are inadequately promoted.	2

(e): *Please comment, if you wish, on the present operation or possible future functions of teachers or education centres.*

Present operation. The most frequently mentioned comment was that centres were operating successfully as resource and advisory centres, and as a much needed meeting point for educational and social interchange.

Future function. There should be full-time staff at centres, more equipment and better publicity.

More than half the respondents had not used a teachers centre in 1976, and less than 10 per cent had been regular users (more than five times a year).

It is interesting to examine the difference between the rankings by teachers of actual use of centres and the importance of the aspects listed. The aspects with a practical work focus (iv, vi and vii) all rank higher in importance than use, and meetings or lectures (i and v) rank much lower in importance than use.

It is apparent from the rankings of statement Q20(c)(iii) and the first comment in Q20(e) that a function of the centres which is greatly valued by teachers is the opportunity that they can present for informal professional and social interaction with other teachers.

The principal reasons given by teachers who did not use the centres were the lack of time, ease of access and adequate knowledge about the centres. Complete ignorance of the existence of centres was rated highly as a reason for non-use by Catholic and independent teachers - the latter also felt quite strongly that the centres did not meet the needs of independent teachers.

Question 21(a): *There are many strategies for carrying out an in-service program. Some of these are listed below. Please rate the potential value to your professional development of each of the strategies listed.*

		Potential value (%)			
		Considerable	Moderate	Slight	Nil
(i)	Short conferences (1-3 days, mainly lectures and discussion groups)	41.2	38.0	13.3	2.7
(ii)	In-depth curriculum study of materials development workshops (2-5 weeks release) with teachers from other schools	43.1	25.1	16.5	8.0
(iii)	Whole term release to attend a twelve week course in a tertiary institution such as a teachers' college or university	34.7	21.9	15.8	19.5
(iv)	School-based activities which examine problems of organization and/or curriculum that face the staff of a particular school	51.0	28.0	12.5	3.7
(v)	Long-term classroom-based action research programs with consultancy support, involving teachers in co-operative study and evaluation of their own teaching programs	35.8	30.5	19.6	7.0
(vi)	Teachers centre or education centre activities such as those which promote the growth and sharing of local curriculum innovations	22.8	36.6	26.2	6.9
(vii)	Extended series of meetings (e.g. one night per week for ten weeks)	12.9	27.3	32.9	19.3
(viii)	Residential in-service education programs	25.2	28.0	21.1	17.7

(b): *Are there any other strategies that would be of considerable value to your professional development?*

The most frequently mentioned additional strategies were study leave and teacher exchange (interstate and inter-system).

Trends

Level. In-depth workshops and school-based activities were most favoured by primary teachers and least favoured by secondary teachers.

System. Independent teachers are less enthusiastic than other teachers about most of the strategies. Catholic teachers are less supportive of whole term release and more supportive of teachers centre activities. Their opinions on residential courses are polarised.

Course attendance. As might be expected, the more courses attended by teachers, the more enthusiastic they were about in-service strategies mentioned.

All strategies listed, except one, elicited a higher positive ('Considerable' plus 'Moderate') response than negative ('Slight' plus 'Nil') response. The exception was the extended series of meetings - it could be conjectured that a more favourable response might have been obtained if the example given had cited day rather than night meetings.

The four strategies in which teachers could see the greatest potential value were short conferences, in-depth workshops, school-based activities and classroom-based action research. The highest response rate in the 'Considerable' value category was for school-based activities.

Only moderate support was given to teachers centre activities, residential programs and whole term programs.

Question 22: *Listed below are five categories of in-service programs. Each category is a type of training or support that can be provided for teachers. (Some programs may have been based within your school.)*

In the first column indicate, by means of ticks, which categories best describe the nature of courses you have attended since January, 1975.

In the second column please rank the five categories from 1 to 5, placing the number 1 next to the category that is most important to you.

		Courses attended (%)	Rank
(i)	Subject matter	61.7	1
(ii)	Teaching methodology	45.7	2
(iii)	Curriculum development and organization	40.3	3
(iv)	Resource provision and allocation	24.4	4
(v)	Management and organization	28.3	5

The frequency of course attendance runs almost parallel to the degree of importance accorded to each category. From this evidence it could be suggested that teachers are able to attend those courses which have the content emphasis they consider most important.

Question 23(a): *Have you been involved in any teacher development (in-service) activities within your school (other than regular staff meetings)?*

Yes	No
60.7%	35.5%

(b): *If Yes, rate the value of those activities listed below in which you have participated.*

	Value (percentage of Yes respondents)				
	Considerable	Moderate	Slight	Nil	Number of activities
(i) Short meetings (lunch-time or after school) held at intervals to discuss particular topics	40.1	41.0	14.5	4.5	332
(ii) Residential conference for staff	22.8	16.5	8.7	52.0	127
(iii) Whole day/s activity for staff held at school or other venue	43.3	36.6	14.4	5.7	298
(iv) Visits from consultants	26.1	39.1	24.4	10.4	299
(v) Interchange with or visits to other schools	33.0	32.6	19.3	15.1	218
(vi) Interaction with parents at in-service activities	19.1	24.2	25.3	31.5	178

Trends

Level. Visits from consultants were more highly valued by primary than secondary teachers. Interchange with other schools was rated particularly highly by technical teachers. Interaction with parents was valued more highly by primary than secondary or technical teachers.

System. Proportionally more Catholic teachers felt that residential conferences and whole day/s activities were of considerable value.

Area. Whole day/s activities are more favoured by country than metropolitan teachers.

Of all the school-based activities experienced by teachers, short meetings and whole day/s activities were the most highly rated (each with over 80 per cent of 'Considerable' and 'Moderate' responses). Visits from consultants and interchange with other schools were rated of 'Moderate' value, but residential conferences and interaction with parents drew more negative than positive responses.

Question 24: *The Schools Commission has identified several emphases which it would like to see incorporated into the Teacher Development (In-Service) Program.*

Indicate the degree to which you think each of the emphases listed below has been implemented in teacher development activities over the past three years.

Space is available under each emphasis for you to comment on its potential value and/or to make suggestions about how the idea could be developed.

	Degree of implementation				
	Considerable	Moderate	Slight	Nil	Don't know
(i) Representatives from both government and non-government school systems should have the opportunity to attend courses and serve on central and regional committees. *Comments.* . Teachers from all systems are actively participating in the program (33). . Inter-system idea being implemented only slowly or not at all (12) . Potentially a good idea, necessary for interchange or ideas and better understanding (33)	28.8	28.4	15.0	1.8	19.3
(ii) Responsibility for administering the Teacher Development Program should be spread to regional and school levels. *Comments.* . Working well at regional/school level (19) . Teachers lack time, resources, motivation to organize school level in-service (10) . Not working well in all regions/not appropriate for all activities (8) . Potentially a good idea; local activities are more relevant to local needs (31)	23.3	35.0	14.9	2.6	16.6

	Degree of implementation				
	Considerable	Moderate	Slight	Nil	Don't know
(iii) Organizers should encourage the active involvement of participants in courses, including the planning stages.	20.9	28.9	25.2	4.8	12.9
Comments. . Already happening (11) . Not happening/hard to implement because of time problem for teachers (26) . Teachers should be more involved in planning than they are (5) . Involvement essential to gain optimum benefit from course and ensure teacher needs are met (30)					
(iv) Provision should be made for the needs of certain groups, e.g. parents, ancillary staff, young teachers, isolated teachers, administrators, teachers of migrants, Aborigines and children with learning difficulties.	30.7	27.2	17.7	3.8	12.0
Comments. . More help should be given to specific groups where needed (26) - particulary young teachers (9), parents (6), isolated teachers (5), teachers of migrants (5), teachers of children with learning difficulties (5), teachers of Aborigines (4)					
(v) The development of longer courses (2+ weeks) should be encouraged.	7.0	16.3	34.8	11.0	19.5
Comments. . Can/does work well in particular areas, if practical and relevant to school needs; allows for interaction and in-depth study (27) . Not interested/waste of time/unnecessary (12) . Not happening where I am (9) . Hindering factors: replacement, disruption to classes and school, family commitments, too long to be away, not enough funding in regions (28)					
(vi) The development of more effective in-service methods and techniques should be encouraged.	26.2	31.8	17.1	3.8	10.9
Comments. . Methods have improved in particular when active participation, discussion, and workshops are encouraged, when teacher needs are researched, when school-based (28)					

	Degree of implementation				
	Considerable	Moderate	Slight	Nil	Don't know
Comments (cont'd). . Little change observed; there are more courses but they are not more effective (9) . Essential to make in-service as effective as possible, to help teachers cope with changes in education and society (21)					

Trends

System. Catholic teachers are consistently more aware than independent teachers of the implementation of the Schools Commission emphases.

There are still teachers who are not aware of the nature of the Schools Commission's Development Program, and the group is not a small one - 11 to 20 per cent of teachers ticked the 'Don't know' category for the six emphases. In the remaining categories, there were twice as many positive ('Considerable' plus 'Moderate') responses as negative ('Slight' plus 'Nil') responses about the implementation of the Program.

Respondents were a little less certain about the implementation of the participant involvement emphasis, and decidedly unsure about the implementation of the longer courses emphasis. This uncertainty was borne out in the comments on both these emphases. Many teachers were not convinced of the value of longer courses, and felt that teachers could not be expected to assume more responsibility in the operation of the Development Program, principally because of a lack of time.

Question 25: *This section gives you an opportunity to make direct comment on priorities and problems in the area of in-service education as they relate to your own teaching.*

Priorities	Number of comments
. In-service is most valuable when dealing with specific areas of curriculum, practical ideas and materials development, helping solve classroom problems	43
. In-service should be school-based	15
. Longer, more intensive courses/study leave	14
. More vacation courses	12
. Courses should be held in school hours	12
. Follow-up courses and assistance are important	9
Problems	
. Release is difficult, because of lack of relief teachers, disruption to classes	38
. Speakers/organizers are ego-trippers, intellectual snobs, out of touch with teacher needs	2

Problems (cont'd)	Number of comments
. Poor communication between in-service committees and schools	22
. Travel a problem - should be more local activities	11

The priorities and problems referred to by teachers concerned much the same issues as were mentioned by respondents to the 1974 questionnaire. The major priorities were considered to be that courses should be practical and relevant, and that the school-based format should be used more; the major problems were release difficulties and the tendency of speakers to be too theoretical and of organizers to ignore teachers' needs. A new problem mentioned in 1977 was the lack of adequate communication between committees and schools - perhaps teachers are more aware than in 1974 that things are happening in in-service education and want to be kept better informed.

Teacher Attribute Profiles

Reasonably clear profiles of teachers, according to system and level, emerge from the responses. Non-government teachers are more ignorant about teachers centres, and they are reluctant to assume responsibility for the organization of in-service activities. Teacher training and school meetings are more important to their professional development than to that of government teachers. Catholic teachers are responding magnificently to the Development Program and appear to be deriving considerable benefit from it. They were more aware of the implementation of Schools Commission emphases than other teachers and felt strongly that the Program encouraged their participation and was increasingly relevant to classroom needs. In-service activities ranked first or second with them as a motivation for change and a source of new ideas. On the other hand, independent teachers derive less help from in-service activities, are more ignorant of Schools Commission aims, attend fewer courses and see less potential value in listed in-service strategies. They rely more on study and reading to aid their professional development.

Primary teachers felt that in-service programs have become more relevant to their needs, and they are particularly enthusiastic about any kind of school-based activity, and appreciate the help of consultants. Primary and technical teachers tend to be more involved with RISEC activities, while secondary teachers are more involved with VISEC activities. Secondary teachers attend fewer courses and are less prepared to become involved in organizational aspects. They are less convinced than other teachers that courses have become more relevant, that approaches have improved and that there are some opportunities for participation. The one aspect of in-service education for which they express more support than other teachers is large-scale one-day conferences.

This summary should not end on a negative note for, despite variations between systems and levels, the questionnaire survey has shown that in-service education in general, and the Development Program in particular, is playing an increasingly important role in the professional development of teachers.

6 - TASMANIAN SURVEY OF COURSE PARTICIPANTS

For several years, teachers in Tasmania have been encouraged to fill in feedback forms at the conclusion of in-service seminars. The standardized feedback form, refined slightly from year to year, contains ten open-ended questions (see Appendix VII). The forms were returned to the regional teachers centre, where they were filed and made available for perusal by organizers and administrators of the Development Program. No formal evaluation work had been done with the collected data, but when the present study began, Martyn Cove, chairman of the State Development Committee, offered the data and the services of some of his staff as a contribution from Tasmania to the national evaluation. It was decided to send a follow-up questionnaire to a sample of participants who had filled in feedback forms in 1976. Anne Nuss took the responsibility for the organization, collation and analysis of data, supervised by Jan Edwards in Hobart and Margaret Batten in Melbourne.

RESEARCH DESIGN

The original data comprised 493 feedback forms from participants in 60 seminars held at the Southern Teachers Centre in Hobart from March to November 1976. Responses to the ten open-ended questions were classified. The categories developed for four of the questions, concerned with the effectiveness and outcomes of the seminars, were slightly modified and used as pre-coded questions in the follow-up questionnaire.

The final version of the questionnaire contained nine questions - five derived from the follow-up forms, one new question on the seminars, and three more general questions on in-service education derived from the Victorian questionnaire.

It was decided to use as the survey sample the participants in courses from which at least nine feedback forms had been received (it is Tasmanian policy to limit seminar attendance to 12-15 participants). This resulted in a sample group of 325 participants in 27 seminars. The participants came from a number of different schools. The seminars were of one to three days duration (mainly two days), and covered such topics as evaluating children's work, computing for administration, dance, developing playgrounds, motivating lower ability children, classroom display and presentation, promoting literacy, infants and art.

The questionnaires were distributed in June 1977, which was 6-15 months after teachers had attended the original seminars. The sample number fell below 300, as some teachers were no longer at their 1976 school address and could not be traced. After follow-up letters and phone calls, 211 completed questionnaires were received, a response rate of over 70 per cent.

The respondents were from the following levels and systems:

Government schools	- primary	94
	- district high schools	32
	- senior high schools	58
Non-government schools	- primary	10
	- secondary	7
Education Department Branches/tertiary institutions		10
		211

FEEDBACK FORMS, 1976

Question 1: *Has the seminar extended or altered your thinking on the subject?*

Yes	No
95.9%	4.1%

The overwhelmingly positive response to this question would seem to indicate a high degree of satisfaction with seminars. Some of the teachers who expressed dissatisfaction with the seminar itself were nevertheless pleased to have the opportunity to exchange ideas with other teachers.

Question 2: *Which areas did you think were valuable and interesting from your point of view?*

	Percentage of total
Specific techniques and methods that could be applied in the classroom	28.0
Practical sessions (workshops, excursions, displays)	20.4
Discussions with colleagues	17.1
Presentation and reorganization of ideas	12.6
Lectures	6.1
Resource information	5.8
General approval (all areas)	9.9

Question 3: *Which ideas did you feel encouraged to implement in the classroom?*

	Percentage* of total
Specific practical suggestions and new kits	61.8
Importance of leading children to freer expression, and to doing more for themselves	8.8
New approaches and ideas in practical and intellectual fields	7.4
Lesson and curriculum planning	4.3
Acquisition of confidence/recognition of importance of communication	2.9
General approval (all ideas)	15.0

* These percentages include multiple responses from some respondents. Omits are not given, and categories with less than five responses are not included.

Question 4: *What constraints make it difficult for you to implement new ideas?*

	Percentage of total
Lack of time, lack of space	35.1
Lack of materials, facilities, finance	30.8
Restrictions imposed by school philosophy, senior staff attitudes	10.8
Classes too large/too diverse in ability	9.0
Lack of personal confidence, skill, knowledge	7.8
Lack of co-operation from staff and parents	6.5

Question 5: *Do you feel there was adequate discussion of the Ideas booklet* by the principal and staff in your school?*

Yes	No
50.5%	49.5%

This question was repeated in the 1977 questionnaire, with a similar response. Most of the teachers who gave negative answers to this question said that they had access to the booklet, but little or no reference was made to it by the principal.

Question 6: *In what way do you think the seminar could have been improved?*

	Percentage of total
Longer time for course (for discussion, to finish work started, to give more in-depth coverage of specific areas)	34.8
More practical work, less theory	15.9
Visits to see ideas/methods in action (e.g. playgrounds, open plan)	9.8
Small groups and more discussion time with colleagues	6.4
Booklists, and sources of materials	6.1
Wider representation from schools	4.9
General approval (could not be improved)	22.3

---

* Booklet sent to each school, containing details of seminars available in the Development Program.

Question 7: *Were you given enough time to talk with your colleagues and the lecturer during this seminar?*

Yes	No
87.0%	13.0%

Question 8: *Would you consider it desirable to have a follow-up session on the work done in this seminar?*

Yes	No
79.3%	20.7%

Question 9: *What form do you think that follow-up session should take?*

	Percentage of total
Discussion session about implementation of ideas, sharing of problems	40.2
Workshops, practical sessions	14.9
Study of seminar ideas in greater depth	13.3
Extension of seminar topic to related areas	12.4
Visits to schools to see ideas in action	9.3
Regular informal meetings of same group	4.0
Access to consultants and experts when back in classroom, and resource advice	4.0
School-based in-service discussions involving all staff	1.9

Question 10: *Any other comments?*

	Percentage of total
Most worthwhile experience	54.5
Gained new ideas	11.0
Clarification of current knowledge and ideas through sharing ideas with colleagues, and lectures	10.4
Good speakers who 'make me think'	6.5
Ran out of time	5.8
Repeat seminars should be held throughout State	4.5
Dealt with practical, not just theoretical aspects	3.9
Inspired greater confidence	3.2

Summary

In responding to all questions dealing with the seminar and its effectiveness, teachers focused strongly on two factors which they considered to be essential components of successful seminars - practical emphasis, relating ideas/approaches/methods to work that could be done or techniques employed in the classroom; and the opportunity for discussion of problems and ideas with other teachers.

Another important aspect of the seminars to teachers was that of course duration - they would have preferred more time (as part of the seminar, or as a follow-up session) to allow for examination of an area in greater depth.

In the questions on follow-up improvements to the seminar, suggestions were frequently made for an expansion of the usual lecture/discussion or workshop format to include visits to schools to see ideas in action, and the creation of opportunities for further work and discussion.

The main hindrance to the implementation in the classroom of ideas from seminars appeared to be the physical restrictions imposed on teachers, such as lack of space, facilities and materials. Other restraints were introduced through negative attitudes and lack of co-operation from some members of staff.

QUESTIONNAIRE TO TEACHERS, 1977

Question 1: *In what ways has the seminar influenced your thinking or work in the classroom?*

		Percentage of total
(i)	No lasting influence	1.8
(ii)	Gain in confidence/motivation	20.1
(iii)	Increased knowledge of subject area	25.8
(iv)	Ideas/information not relevant to present situation, but may be of use in the future	6.8
(v)	Have implemented ideas or methods in the classroom or plan to do so later this year	28.4
(vi)	Have made use of information provided about resources, facilities, etc.	17.2

(There was an 'Other' category in most questions, which has been omitted - the majority of responses to this item indicated a vague general approval.)

Most in-service educators aim to produce changes in knowledge, skill, and/or attitude. Three-quarters of the responses concerning the effects of seminars held in the previous year recorded gains or changes in these three areas, and less than two per cent recorded no effect at all - altogether an extremely satisfying result for Development Program organizers.

Question 2: *Which of the following categories describe the ideas you have implemented? (To be answered only if a positive response was given to* Question 1 (v) *and/or* (vi)*).*

		Percentage of total	
		1976	1977
(i)	Curriculum/lesson planning	3.2	11.5
(ii)	Teaching aids or kits	9.1	13.0
(iii)	Development of student independence and freedom of expression	9.5	16.1
(iv)	New teaching methods or approaches	43.3	19.6
(v)	New insights that altered perception of the teacher's role and task	1.2	15.4
(vi)	Specific practical ideas	34.1	24.2

It is interesting to compare the reactions of participants to a seminar and its outcomes immediately following the seminar and about twelve months later, but it must be remembered that there is not a basis of tight experimental control - the question was open-ended on the first form, and structured on the second (based on the categorization of the open-ended responses).

In both years the major emphasis was on the implementation of practical ideas and new teaching methods, but it seemed that other facets of the seminar exerted more of an influence as the year progressed so that there is a more even pattern of response in the 1977 questionnaire.

It is encouraging to note the increase in importance to teachers of insight into teaching role, surely one of the most valuable of possible outcomes of a seminar because of its potential for lasting effectiveness through continuing self-analysis.

Question 3: *From which area of the seminar did you derive the new ideas implemented?*

		Percentage of total	
		1976	1977
(i)	Lectures	9.0	11.8
(ii)	Workshops	16.4	15.8
(iii)	Excursions	21.3	8.5
(iv)	Discussion - as part of seminar agenda	17.2	20.9
(v)	Discussion - informally with other participants	12.7	16.2
(vi)	Displays/demonstrations	11.0	16.9
(vii)	Range and availability of resources	12.3	7.1
(viii)	More effective implementation of current school facilities	0.0*	2.1

* The categories were established according to the responses of the original sample not the reduced sample.

Planned discussions and workshops were important sources of ideas implemented in 1976 and 1977. By 1977, informal discussions and demonstrations were seen as more important as sources and excursions as less important.

Question 4(a): *Are there any constraints which have made it difficult for you to implement new ideas?*

Yes	No
47.0%	53.0%

(b): *If* Yes, *in which of the following areas do the constraints apply?*

		Percentage of total	
		1976	1977
(i)	Lack of space/limitations of school design	21.4	25.8
(ii)	Insufficient time/inflexible timetabling	16.6	14.1
(iii)	Lack of materials, facilities, finance	30.1	22.0
(iv)	Attitude of school administration	10.1	8.3
(v)	Staff resistance	5.7	2.4
(vi)	Large class size/ability of students	8.3	19.5
(vii)	Feelings of personal inadequacy	7.4	5.9
(viii)	Inadequate knowledge of personnel and resources available	0.4	2.0

Teachers responded to this question before they had returned to the classroom (1976), and some months after their return (1977). The expected and experienced constraints on implementation in the school situation were similar, with the most inhibitory factors being lack of space, time and materials. The constraints of large class size (participants indicated that it was this factor rather than ability of students which governed their response to this item) became much more important when teachers found themselves back in the actual teaching situation.

The 1974 Victorian questionnaire to teachers included a similar question, and the results were much the same, except that large class size was less important to Victorian teachers and staff resistance and administrative attitudes were more important.

Question 6(a): *Was there any form of follow-up to the seminar?*

Yes	No
21.1%	78.9%

(b): *If* No, *would you have liked some form of follow-up?*

Yes	No
77.9%	22.1%

Question 6(c): *Form of follow-up?*

		Experienced (%)	Desired (%)	
		1977	1976	1977
(i)	Extension of seminar - in-depth discussion of same ideas	13.7	6.3	6.0
(ii)	More seminars exploring area in breadth	4.9	18.3	11.3
(iii)	Discussion with participants on problems with implementation of ideas	14.7	42.4	14.5
(iv)	Informal meetings of same group on regular basis	2.9	2.1	4.4
(v)	School-based in-service discussions involving rest of staff	13.7	1.0	14.0
(vi)	Workshops	2.9	11.0	12.9
(vii)	Visits to schools to see ideas in action	13.7	12.0	18.2
(viii)	Access to consultants and experts	17.6	4.7	8.3
(ix)	Summary of significant issues on outcomes of seminars made available	15.7	2.1	10.6

More than three-quarters of the participants indicated, immediately after the seminar and months later, that they would have liked some form of follow-up. This strong feeling on the part of teachers was also apparent in the 1974-76 Victorian evaluation project, in the questionnaire to teachers and the studies of in-service programs.

The responses in Tasmania indicated some discrepancy between the type of follow-up support desired by teachers and that which some of them actually experienced. The most frequently experienced forms of follow-up were access to consultants and written seminar reports, both of which had quite a low rating in desired forms. Participants wanted, and some experienced, further discussion sessions with participants and visits to schools. They would have liked more workshops than were made available. School-based in-service discussions were rarely mentioned in the initial open-ended questionnaire (perhaps because follow-up is not usually related to the school situation), but were popular when offered as an alternative in the structured second questionnaire.

Overall, the forms of follow-up support most desired by participants were discussion with other participants on problems of implementation and visits to schools to see ideas in action.

The following three questions were taken from the 1977 Victorian questionnaire, the results of which were discussed in the previous chapter. The combination of 'Considerable' and 'Moderate' categories are taken as positive responses to an item, and the combination of 'Slight' and 'Nil' categories as negative responses.

Question 7: *A teacher's professional development may be influenced by a variety of factors. Decide how important the following factors have been in your professional development.*

		Importance (%)			
		Considerable	Moderate	Slight	Nil
(i)	Original teacher training	40.3	30.8	18.0	4.7
(ii)	In-service courses	37.0	40.8	17.5	0.9
(iii)	Other meetings of teacher groups outside the school	24.2	30.3	25.1	11.4
(iv)	Formal study, research, professional reading	37.0	35.5	17.5	3.3
(v)	Assistance from visiting consultants	8.1	28.4	31.3	20.4
(vi)	Formal or informal meetings within the school to discuss educational topics	35.5	35.1	17.1	6.2

In-service courses were given the highest positive response by Hobart teachers, although the highest response rate in the 'Considerable' category alone was for original teacher training; study and reading was rated second in importance. Consultants and teacher groups have the least influence on these teachers' professional development. It should be noted however that for these two factors, more than any of the others, a Nil response can mean no experience (as opposed to no helpful experience) of the factor.

In the Victorian questionnaire survey, the ratings were roughly similar to those in the Tasmanian survey, except that in-service courses were rated lower in Victoria and school meetings higher.

Additional factors of importance to professional development mentioned by a number of teachers in both States were a teacher's own experience and self-analysis, and discussion and interaction with other teachers.

Question 8(a): *There are many strategies for carrying out an in-service program. Some of these are listed below. Please rate the potential value to your professional development of each of the strategies listed.*

	Potential value (%)			
	Considerable	Moderate	Slight	Nil
(i) Short conferences (1-3 days, mainly lectures and discussion groups)	38.9	38.9	15.2	0.9
(ii) In-depth curriculum study or materials development workshops (2-5 weeks release) with teachers from other schools	51.7	28.9	10.0	3.8
(iii) Whole term release to attend a twelve-week course in a tertiary institution such as a teachers' college or university	35.5	20.9	19.9	11.4
(iv) School-based activities which examine problems of organization and/or curriculum that face the staff of a particular school	53.1	25.6	10.0	1.4
(v) Long term classroom-based action research programs with consultancy support, involving teachers in co-operative study and evaluation of their own teaching programs	40.3	31.8	14.2	3.8
(vi) Teachers centre or education centre activities such as those which promote the growth and sharing of local curriculum innovations	28.9	45.5	14.2	0.5
(vii) Extended series of meetings (e.g. one night per week for ten weeks)	5.2	28.0	34.1	19.9
(viii) Residential in-service education programs	13.3	30.8	25.1	16.1
(ix) Vacation/weekend courses at teachers centre or schools	10.4	30.3	30.8	17.1

Teachers placed most importance on short conferences, longer workshops and school-centred activities, and least importance on vacation/weekend courses, residential courses and extended series of meetings.

In the 'Considerable' category, school-based organizational and curriculum activities were given the highest rating, and longer workshops the second highest. The same response patterns appeared in the Victorian questionnaire survey.

The strategies of greatest potential value to teachers were those which related directly to their work in the classroom. The ubiquitous short conference stubbornly retains its popularity. This is particularly interesting in a question concerning potential value - in other contexts the short conference may be preferred because it minimizes inconveniences such as replacement and class disruption, but here a response could be given without reference to these factors, and the short conferences were still given a high rating. The respondents' judgment must have been made on the basis of past experience, and certainly short conferences dominate the in-service calendar. Therefore a high ranking must indicate that teachers have found short conferences to be of considerable benefit and value, despite the criticisms expressed by some educators.

Additional strategies mentioned by teachers that would be of value to their professional development were teacher exchange, visits to other schools and study leave.

Question 9(a): *Have you been involved in any teacher development (in-service) activities within your school (other than regular staff meetings)?*

Yes	No
63.2%	32.8%

(b): *If* Yes, *rate the value of those activities listed below in which you have participated.*

	Value (%)			
	Considerable	Moderate	Slight	Nil
(i) Short meetings (lunch-time or after school) held at intervals to discuss particular topics	48.3	33.1	17.2	1.2
(ii) Residential conference for staff	33.3	29.6	22.2	14.8
(iii) Whole day/s activity for staff held at school or other venue	49.3	32.5	11.7	6.5
(iv) Visits from consultants	20.2	46.4	21.4	11.9
(v) Interchange with or visits to other schools	51.6	35.9	4.7	7.8
(vi) Interaction with parents at in-service activities	45.2	19.0	14.3	21.4

Almost two-thirds of the respondents in Hobart, as in Victoria, had been involved in some school-centred development activity - an encouragingly high percentage. Although activities involving consultants and parents, and residential conferences were given the lowest ratings by Hobart teachers, they were still considered to be of value by respondents (the 'Considerable' plus 'Moderate' percentages were all about 60 per cent). In Victoria, the rated value of these activities was more negative than positive. Hobart teachers gave highest rating to inter-school visits, which are an acknowledged and important part of the Tasmanian Development Program and properly organized with assistance provided (financial and advisory) if required.

7 - DISCUSSION

Certain patterns of response emerged from the two questionnaire surveys which were consistent with the information gathered from development committee members and teachers in other parts of the report. The patterns concerned course content and method preferences, and influences on teachers' professional development.

The content areas which teachers found most useful were subject knowledge and teaching methods or techniques. This was shown to be a growing trend in the Victorian survey in which support for these types of courses increased by 15 percent from 1974 to 1977.

The two adjectives most commonly used by teachers to describe the ideal in-service activity were 'practical' and 'relevant'. It was the practical sessions (such as workshops and demonstrations) that were constantly praised by teachers for providing them with ideas, techniques and materials which could be used in the classroom. Course lecturers who took a theoretical approach unrelated to classroom practice were constantly criticized by course participants. School-centred teacher development was frequently mentioned as an excellent strategy for ensuring that an in-service activity had practical application and was relevant to the work situation of the participants.

It is evident from teachers' comments and from attendance figures for Program activities that teachers were taking advantage of the increased in-service opportunities currently available and that teachers believed that in-service education was making a significant contribution to their professional development.

In many social contexts, the peer group exerts a strong influence and teacher development is no exception. Teachers perceived the influence of other teachers as a potentially beneficial factor in a variety of developmental situations. Discussion with other teachers about common interests and problems was cited as one of the principal benefits of in-service courses, and ideas that were implemented in the classroom after a course were often derived from these discussion sessions, both formal and informal. Respondents to the Victorian questionnaire made it clear that discussions with other teachers both inside and outside the in-service context were responsible for bringing about changes in their teaching.

Another factor identified by Victorian respondents as a driving force in the implementation of change was self-motivation. This was linked to in-service courses by Tasmanian respondents who identified as an important course outcome new insights that altered their perception of their teaching role. This insight or renewal or stimulation was frequently mentioned by teachers as an effect of in-service education.

Like 'other teachers', consultants were mentioned in a variety of development contexts but their contribution received a mixed reaction. In the questionnaire surveys, consultants were low on the list of useful contributors to professional development and were considered to be of only moderate value in school-based activities, in course follow-up sessions and as sources of new ideas. In discussions with teachers, many examples were given of consultants who played a vital role in development work. New demands are being made on consultants in the new development scene, and more thought should be given to selection and training procedures.

All the factors discussed so far elicited similar responses from the respondents in the two surveys. There were a few areas in which responses differed which, in the light of other information in the report, seemed to stem from differences in State emphases or a general split in teacher opinion. Inter-school visits and teacher centre activities are examples of the first category. Inter-school visits are an established part of the Development Program in Tasmania and were given top value rating in a list of school-based activities by Tasmanian respondents to the questionnaire; in Victoria, where visits are more an incidental part of the Program, teachers rated their value as moderate. Teachers centre activities were rated more highly as an in-service strategy by teachers in Tasmania, where the centres are the hub of the Development Program, than by teachers in Victoria, where more than half of the questionnaire respondents had not visited a centre in the preceding twelve months.

Two issues that brought differing responses from the two questionnaires, and on which teachers in general seem divided, were the duration of courses, and the residential format. The courses attended by Tasmanian respondents were mostly of two days' duration, and the most frequently mentioned suggestion for course change was for a longer period of time; the one-day course was the most popular of the listed course durations for Victorian teachers. Many teachers are ambivalent about course duration - a one-day course often avoids the recognized problems of class disruption and teacher replacement, but this short duration does not allow for intensive study, extended discussion or alternative approaches to a topic.

Teachers also feel ambivalent about residential courses. Residential activities for school staff were given a higher rating by Tasmanian respondents, while Victorian respondents gave a more positive response to residential courses for teachers from different schools, but in neither case did the residential format rate highly in comparison with other in-service strategies.

Yet many instances were quoted by teachers outside the surveys of effective in-service courses whose success had been largely attributed to their residential format.

The last two paragraphs have highlighted one of the dangers of using questionnaire data in isolation. Teachers' attitudes to in-service issues are often complex and many-faceted, and it is important to use a variety of evaluation techniques to collect information, in the hope that the composite picture thus presented will be a realistic one.

PART THREE: IMPLEMENTATION OF SCHOOLS COMMISSION EMPHASES IN THE DEVELOPMENT PROGRAM

The fourth project objective was 'to determine the extent to which the operation of the Program incorporates the emphases of the Schools Commission'. Six emphases were listed (the second emphasis had been divided into two parts for the purposes of this report). Information and opinions about the emphases and associated issues (given in Appendix II) were collected from development committee members and teachers, whose responses are summarized in the following chapters. Each chapter ends with a discussion which summarizes the major points of the chapter, includes any new information received after initial responses were collated, and makes some evaluation judgments about the issues under discussion.

The Schools Commission emphases discussed are:

(i) the inter-system character of the Program;

(ii) devolution of administrative responsibility;

(iii) involvement of participants at all stages of planning and implementation of in-service activities;

(iv) broadening the base of the Program to include ancillary staff, parents, community;

(v) development of longer courses;

(vi) provision for needs of specific groups;

(vii) development of more effective in-service methods and techniques.

8 - INTER-SYSTEM CHARACTER OF THE PROGRAM

Since the publication in 1973 of the report of the Interim Committee and the subsequent formation of the Schools Commission, some of the bases for the Development Program have changed and new directions have been taken. One non-negotiable principle that has remained is the inter-system basis of committee and course operation.

The general response of committee members to this emphasis was overwhelmingly positive. There was variation only in the degree of approbation accorded, from 'works well' to 'the greatest innovation of the Schools Commission' and 'has reversed one hundred years of history'.

In some ways, it was easy for all systems to declare support for the inter-system principle - easy for education department people, as the dominant group in the partnership, and easy for independent and Catholic school people, who were being officially acknowledged in the in-service area for the first time. All groups have had to overcome hostility, ignorance and complacency, and to learn the arts of compromise and concession. A major source of difficulty lay in the position and power of the education departments which were not only infinitely superior in numbers and experience, but also contributed administrative expertise and hardware from their own resources. The teacher development programs that were implemented would not have survived without education department support. It was hard for the department sector not to take advantage of its position of strength, and hard for the non-government sector to come to terms with the potential and actual power of this monolith.

In the context of the Development Program and the opportunities it provides for professional development, the independent school sector is generally acknowledged to labour under a disadvantage. As a system, it is an 'administrative fiction' with no official base to provide policy decisions on the one hand or support services on the other. However, a real attempt has been made to remedy this deficiency - all State committees, except for Tasmania, have now appointed full-time liaison officers responsible for the co-ordination and promotion of teacher development in the independent school sector. Independent schools associations have also assumed some responsibility in teacher development to compensate for the lack of an organized system.

In all States, the non-government sectors have welcomed the opportunity to participate in the administration and operation of the Development Program. In some States it has been a passive participation, particularly where there have been strong and creative education department people on committees, but in other States there has been a more even input to the Program.

South Australia has a history of inter-system co-operation, 'the Schools Commission Program has formalized integration', with freer movement of personnel between systems. According to a member of the New South Wales executive,

> the inter-system character of the Program is now accepted as a matter of course. It is also accepted that the contribution of services by the Department is not an attempt to take over.

Victorian committees have appointed several non-government people as chairmen of executive or general committees.

INTER-SYSTEM PRINCIPLE AT COMMITTEE LEVEL

Committee Responses

There is greater variation between regional committees than between State committees in the working out of the inter-system principle. All State committees have balanced representation and all voices can be and mostly are heard. Some executive committees are working particularly well as equal partners. There seems to be a general consensus that, as a result of the inter-system character of the Program, there has been an opening up of the department, a breaking down of prejudices and increased understanding and co-operation between systems, spreading beyond the area of teacher development. A Catholic representative on the Tasmanian State committee commented on the good working relationship that had been established - 'I have worked on many committees, and this is the best'.

Greater variation in operation at the regional committee level is evident, ranging from examples of complete inter-system co-operation to the non-existence of a regional committee (which happens in Queensland, where in some areas the Regional Director assumes responsibility for teacher development). In some regional committees the decision-making falls mainly to the government representatives, although the non-government people can influence the decisions.

In two regions it was remarked by members that there was lack of liaison, not between systems, but between the primary and secondary schools divisions of the education department. Another regional committee member, who had taught in both government and non-government schools, felt that the barriers existed between schools as individual entities, not as representatives of systems.

INTER-SYSTEM PRINCIPLE AT COURSE LEVEL

Committee Responses

Overall, proportionately more courses have been initiated by State system teachers and, in line with this, attendance at courses by State system teachers is proportionately higher than by teachers from other systems. (The exception to this general trend is in South Australia where proportionately more Catholic teachers initiate courses.) In some regions, even where all systems are represented, participation by independent school teachers is non-existent. In contrast, Catholic system participation is sometimes high, particularly in primary programs held out of school hours.

Catholic representatives on committees spoke of the importance of the Schools Commission Development Program to Catholic teachers. Previously, non-government teachers attended in-service courses only by invitation, but now they were on an equal footing with government teachers and were being seen 'as contributors as well as receivers'.

Committee members in general seem to regard this emphasis as being responsible for widening the horizons of teachers, strengthening common bonds, boosting morale. However, these are mostly comments from non-teachers. Two teacher representatives, from government schools, made the following remarks:

> We really only pay lip-service to the inter-system part - it is actually a department affair.

> The inter-system principle is functioning in reality as well as in policy. However, it hasn't really altered things at all. The divisions between systems are historical and deep - we are now just meeting on neutral territory.

Some committees have introduced a policy of joint planning of courses. This was intended to encourage more active participation from non-government teachers, and to ensure that course objectives were relevant to all systems. In general, committee members were enthusiastic about the policy, and felt that courses planned by an inter-system committee were proving to be the most successful of all. One committee member (from Western Australia) felt that not enough consideration was given to whether joint planning was appropriate for all courses.

> The increasing trend to force jointness of planning could be both counter-productive and artificial.

Concern has been expressed at central committee level, particularly by Catholic representatives, that the inter-system rules of the Program are too rigid, and that the needs of the particular systems are neglected. Courses such as those for teachers of migrants and for administrators, in both of which system needs are different, have been bones of contention at committee meetings and one real source of non-government bitterness and frustration. There has also been exploitation of the principle by some groups who use appropriate words, to ensure sanction for their submissions, which cloak a blatant one-system applicability.

A comment made by a government system representative on the New South Wales central committee is significant.

> We have been at pains to emphasize the inter-system character of the Program, and a lot of value has come out of it. There have been problems - because we are not prepared to compromise on jointness, we may have sacrificed some good programs.

Teacher Responses

Teachers were generally more concerned to express opinions about the content and format of in-service courses than about the participants and their backgrounds. Non-government teachers, particularly those from Catholic schools, were more aware of the inter-system nature of the Schools Commission Program than teachers from government schools. One government school teacher commented:

> Personally I haven't picked up any clues from people from other systems because you're only with them for a short time, but it's good to be there together, mixing and breaking down barriers.

This generalized feeling of approval for the inter-system basis of the Program is supported by the remarks from teachers in the Victorian questionnaire survey - three-quarters of the comments on this emphasis were positive; teachers felt that it was working well, that it was a good idea, beneficial to all teachers, necessary for greater understanding and a freer interchange of ideas between systems.

A number of teachers from government schools did not realize that the Schools Commission Program was based on the inter-system principle. A teacher from a Catholic school said there were still pockets of anti-non-government school feeling -

> a feeling that in-service is the right of government teachers, and a privilege for non-government teachers.

Comments made on the lack of participation in the Program by teachers from independent schools related to the quality of courses, the need to justify time and expense, and the problems of replacement.

> Some of the independent school teachers may have been discouraged from continued attendance at seminars because they went along with high hopes to a seminar early in the Program, and they were disappointed and vowed never to go again.
>
> There is a real pressure on the independent school teacher to produce something as a result of attendance at a course because it has cost the school a certain amount of money, and if nothing comes out of it, the principal may be reluctant to approve attendance next time.
>
> The small non-government primary schools are the most disadvantaged - they are so insular, and really need the contact with other teachers, but find it very difficult to get out to courses because of the lack of replacement funds.

An interesting point was raised in several of the teacher groups: it was felt that the inter-level (e.g. primary and secondary) rather than the inter-system nature of some courses had more impact on teachers. They said it was important to be exposed to different viewpoints from both speakers and participants, particularly in those States where the K-12 (kindergarten to Year 12) concept of continuous education was being introduced.

DISCUSSION

Towards the end of the evaluation project, a questionnaire (Appendix VI) was sent to system representatives in the States (mostly central committee members, many of whom had already been interviewed) to try to probe more deeply the implications of the inter-system principle in the Development Program. Much of the information in the discussion that follows was derived from these questionnaires.

In New South Wales, non-government representatives on the central committee felt that they, and the groups they represented, were given every opportunity to influence the policy decisions of the committee, although the operation of the Development Program became the responsibility of education department personnel. This has been an undeniable asset - the provision by the education department of the administrative facilities of its decentralized regional network has been, in the words of one non-government committee member,

> of paramount importance in moving the decision-making down to local levels.

However, this situation can create certain difficulties.

> One problem is that non-government personnel are usually not aware of departmental structures and activities, and are usually not working full-time in the field of teacher development. This means they are often not in a position to follow through policy decisions and by leaving the executive functions to the 'professionals' (usually department officers) there is a resultant departmental bias in the Development Program. (country non-government committee member)

A non-government central committee member in New South Wales developed and commented on a model (Figure 6) 'outlining areas of interest to government and non-government schools with respect to teacher development'.

I	II	III	IV	V
Areas appropriate to government schools only, e.g. industrial policy of Director-General.	Areas of general educational interest but reflected only in government schools, e.g. one-teacher schools.	Areas of general educational interest reflected in ALL schools.	Areas of general educational interest, but reflected in non-government schools only, e.g. boarding schools.	Areas appropriate to non-government schools only, e.g. religious doctrine.

FIGURE 6. AREAS OF INTEREST IN TEACHER DEVELOPMENT, NEW SOUTH WALES

It was pointed out that Areas I and V were the concern of individual systems and consciously avoided by the State development committee when considering applications. It was felt that Area III was being well covered, and with increasing sophistication, in New South Wales. Area II naturally shows departmental influence - 'the structures are understood and the program adjusted to it'. It was about Area IV that some concern was expressed, where decisions were often made which were favourable to government rather than non-government schools - 'Some would argue that "the tail shouldn't wag the dog". It's a debatable point'.

The same response pattern in committee decision-making was remarked on by a non-government regional committee member.

> At a committee level there does exist some unintentional emphasis for concerns that affect the government school system which may tend to dominate the decisions of the committee, e.g. a course for clerical assistants/teacher aides which could only apply to the government school system. Non-government system representatives

> have no objection to the proposal and funding of such a course, recognising this as a legitimate system need. System needs initiated by non-government representatives however sometimes evoke a greater degree of critical examination by committee members. This is particularly so if a course is directed towards an exploration of values.

This is, however, a small part of committee work and thinking. The same member commented favourably on the general attitude of the committee towards the inter-system principle. (The chairman referred to in the following quotation is an education department administrator.)

> There is a definite cognizance of the uniqueness of both systems and a deliberate attempt to integrate the government and non-government systems, on the part of the chairman in particular. He shows a continuing sensitivity towards this particular situation.

A member of the New South Wales central committee commented on the value of the Development Program to independent school teachers.

> The group of schools which I represent is very diverse in its general and educational philosophy ... All of these schools, however, do feel somewhat isolated, and support from the rest of the educational system and the in-service network has given them an opportunity for closer dialogue with other types of schools.

Representatives from the non-government sector in Queensland referred to a difficulty implicit in the administrative structure, linked with the department of education and experienced by many States.

> There are continuing problems concerning the flow of funds from the Treasury, i.e. the constraints of State department regulations. The problem, however, is more legal and political than educational, although once again it is the education department people who can cope most easily as they are familiar with the complexities of the structure.

One representative mentioned that some early assumptions by Education Department staff members regarding course structures and communications caused difficulties, for example, no involvement by the non-government sector in planning 5 and 12 week long-term courses. This early departmental dominance was countered to a certain extent by the presence of non-government representatives on various committees formed to deal with aspects of the Development Program - 'By strong articulation and constant examination of Department-initiated thrusts, the non-government organization can have a modifying influence in some areas'.

Another assumption made by Education Department personnel in Queensland which caused some ill-feeling was that the chairman of the State Development Committee should be a departmental officer. A battle has also been fought, and lost, over this issue in Western Australia. In Victoria, as elsewhere, the chairman of the State committee (all chairmen are elected each year) has always been a departmental officer, but the chairman of the executive committee has always been a non-government representative.

In South Australia, both government and non-government representatives spoke of the positive benefits of the inter-system nature of the Program -

> We are proud of the high degree of co-operation between the systems here.
>
> The Development Program has become a catalyst for inter-system co-operation in South Australia.

A non-government representative on a regional committee had also been a member of the inter-system committee which had preceded this one, and he felt that non-government representation was now accepted as a right, not just a 'grace and favour' gesture.

Non-government representatives in Tasmania acknowledged that the Education Department had a very strong influence in the Program, but felt that this was justified because it represented the largest group of teachers in the State, and in any case the needs of all teachers were similar. The permanent officers in the services and development section of the Education Department acknowledge that they are in the power group in the State Development Committee to whom all other groups refer for advice and assistance. Because they are situated at the Southern Teachers Centre, the hub of in-service activity, they see themselves as development committee people rather than department people - the department is 'head office', located elsewhere, and not likely to exert an influence contrary to Schools Commission guidelines. It was said that everybody on the State committee had a hand in policy-making. A committee member elaborated on this remark -

> The chairman will decide priorities (which receive full and open discussion in committee), but matters that he does not regard as priorities are not put before the committee. Other members could bring these matters up, but they do not have sufficient background knowledge to defend their position.

The same member felt it was useful to have the inter-system structure there waiting for a breakthrough to occur, 'but at the moment we are just playing games'. The situation is unlikely to change while the departmental initiatives continue to be successful, and the non-government sector remains accepting and satisfied.

In Victoria, all systems felt that there was good integration and interchange of opinion on the central committee, where the discussion focused upon issues rather than allocations. Some dissatisfaction was expressed by non-government members with the systemic committees which rated applications, because decisions were made in these committees to rate in a certain way -

> The constituencies are very partisan, and yet they must be given a voice.

The partisanship was as evident within the Department as outside it.

> The department is a paradox because it houses extremes; its three divisions range from radical to very conservative.

Speaking for the independent school sector, a member said that the Catholic school people were easy to deal with, flexible, and open in discussion, but that dealing with Department people could be frustrating -

> A matter is brought up, and there is a silence and they smile at each other because there's something under the table that can't be spoken about.

Nevertheless the member felt that there was no real conflict between the systems, because the Education Department was generally sympathetic to the inter-system principle.

A Victorian Catholic representative felt that the Catholic system, with its decentralized structure, exerted most influence at regional level. In the regions, much depended on inter-personal relationships. District inspectors were key figures with considerable influence, and if a good working relationship could be established, a flexible and interesting program would be developed.

A different situation was reported in Western Australia, where there was

> joint dialogue and decision-making at central level, but none at regional level.

There have been some problems at central committee level -

> If the Education Department opposes a proposal, it is not adopted.
>
> In the early stages it was sometimes found that a proposal was a fait accompli before non-government schools became aware of it; but this difficulty seems to have been overcome.

The prevailing feeling, however, is that

> there is a very acceptable spirit of jointness at the moment in Western Australia, with constant consultation between the systems.

The venture into joint planning of courses had resulted in a certain amount of disillusionment in Western Australia. The planning committees tend to lack unity of purpose -

> Representatives feel obliged to support the inter-system principle and their own group needs. They bend over backwards being tolerant, so that everbody's hobby horse is being accommodated.

* * * *

Despite concerted efforts, particularly at central level, to make the inter-system principle work in practice, the results have been uneven, though fairly predictable. Non-government teachers have generally been slower to respond to the Development Program, as attendance figures show. Because most courses are short in duration, interaction between teachers from different systems has been minimal and at a superficial level. The inter-system principle is best exemplified in the workings of development committees, certainly at central level, often at regional level, where there has been a real broadening of horizons and an increase in tolerance, understanding, and appreciation. There is no pat answer to the vexed question of departmental influence. On balance, it must be regarded as a positive influence. Apart from the obvious advantages of the administrative structure and expertise provided by education departments, their influence has greatly increased the chances of Schools Commission philosophies being implemented - many departmental officers in the regions have given encouragement (and often a solid push) to teachers and administrators in all schools and systems, to elicit greater teacher interest and involvement, giving just as much attention to the non-government as the government sector.

9 - DEVOLUTION OF ADMINISTRATIVE RESPONSIBILITY

The *Report for the Triennium 1976-78* (Australia. Schools Commission, 1975) recommended that regional development committees with a representative membership similar to that of the State development committees be established. Regionalization had already been introduced in some States, in line with education department policies. It was the education department structure that facilitated devolution of responsibility in the Development Program - a common pattern was for the regional director or superintendent to establish the development committee in a region and to become its first chairman. Regionalization is now operative in all States, but operative in quite different ways.

New South Wales. Decentralization has been a major Education Department policy in New South Wales since 1948. By the mid-sixties, eleven regions had been established, so that it took only six months for the regions to integrate in-service education into their functions. (The first decision taken by the working party of the New South Wales committee was to decentralize.) The regional committees have been operational for three years and are running smoothly. They have a high level of operational autonomy and take responsibility for most of the development work that takes place in New South Wales - they absorb 90 per cent of the State's funds. In most regions, devolution of responsibility has been taken a stage further with the use of district committees.

The State committee now functions mainly through its sub-committees (composed only of State committee members) which formulate policy decisions on matters concerning budget, administration, planning, innovations and publications. Guidelines are prepared to help implementation of new policies in the regions (such as the encouragement of parent and community involvement, the creation of task forces*) and a member of the State committee presents the new policy at committee meetings in each region. The regional chairmen meet with the State development committee three times a year to discuss past progress and new directions. The last meeting of the year is devoted to drawing up a detailed statement of needs, aims and objectives for the following year. Regional committees are expected to monitor their programs and submit a survey of attainment of objectives at the end of the year. A State committee member commented that this was important, not because of the percentages produced, but because it focused attention on the principles of the Program.

Queensland. In this State the central committee has been very strong and active. On its inception it immediately surveyed teacher needs and responded to them, with the principal focus being on the provision of longer courses. Although devolution of responsibility to the regions is one of the emphases of the Development Program, until 1977 there had been, according to one regional committee member, 'no evidence of a set of guidelines facilitating this direction' emanating from the State committee. As a consequence, there has been a very uneven development of regional committees along the lines envisaged by the Schools Commission.

---

* See explanation of task forces in Chapter 14.

All applications for funds exceeding $500 must be forwarded to the central committee. Excluding the regional allocations for the centrally initiated/regionally administered long courses, the regional committees were allotted only ten per cent of the funds in 1976, to be increased to 36 per cent in 1977-78. By 1978, the regional committees would be more representative and autonomous, guided by a series of policy statements formulated by the central committee during 1977.

South Australia. The working party of the State committee meets almost weekly during the year to determine policy and priorities for funding. During 1976 five regional committees for the country area were established, and by 1978 the whole State will be regionalized, with five country and four metropolitan regions. The five regions were given 28 per cent of the State's funds for development activities in 1977. During the regions' first year of operation, all course applications for over $1,500 had to be forwarded to the State committee for approval, a procedure that some regional people found irksome. However, an alteration to State regulations in mid-1977 allowed Directors and Regional Directors to approve expenditure up to $5,000. A member of the State working party is an ex-officio member of each regional committee, and attends all full committee meetings to help draw up regional guidelines and to interpret State policy. Much time has been spent on working out regional guidelines and priorities but the latter have not yet been put to the test, as there has been enough money to fund all legitimate requests so far.

Tasmania. The situation in Tasmania is different from anywhere else. Three teachers centres (in the south, north and north-west) were established and flourishing when the Schools Commission Development Program was introduced in 1974. It seemed logical to the enterprising committee (in particular, its chairman) that the two funds from the Schools Commission (for employer-initiated and teacher-initiated courses), together with Education Department in-service funds, should be channelled through the three (now four) teacher centres. The composition of the three development committees was unique - whereas in all other States teacher representatives on committees were in a minority, the Tasmanian regional committees were composed almost entirely of teachers from all systems. The composition of the membership of the State committee, however, is similar to other States.

There have been some problems with decentralization - some State committee imposition of courses and policy that regional people did not always feel to be appropriate and, in the early days, a 'feeling that we didn't know where we were because policy was changing so rapidly in Hobart'.

There is a better two-way communication now that the executive officers from the South, North and the North-West Teachers Centres are on the State committee. Such representation had previously been difficult because of departmental restrictions. Towards the end of every year the three executive officers work with each other and with their development committees to determine regional priorities. Then they go to the State committee to plan, according to the budget, a final co-ordinated program for the following year.

Victoria. As in most other States, the Schools Commission policy of devolution of responsibility was in accord with current Education Department thinking. The Commission Program clarified the purpose and accelerated the process of decentralization. By 1975, eleven regions were operating with representative committees, and they are now allocated about 35 per cent of the funds for development activities.

The State committee continued to meet once a month and increased its membership to 37 people, which is a cumbersome number but politically necessary in a State with perhaps the most militant and forceful education groups in Australia. For some purposes, large numbers can be an advantage - as a member said:

> A lot of jockeying goes on by groups for power positions (not necessarily connected with in-service), but the largeness of the committee diffuses the effect of such in-fighting.

Devolution within the State committee gradually took place during 1976, and in September a seminar was attended by members of the committee and the evaluation group* that the committee appointed, to discuss Program priorities in conjunction with the group's reports. One result of this seminar was to increase the number of sub-committees to enable the full committee to concentrate on policy and long-term planning. Specific tasks dealing with approval and initiation of activities have now been devolved to migrant, Aboriginal, special education, parent and school community, initiatives and advisory sub-committees.

The State committee recommended to the regions that they too should decentralize by appointing sub-committees. This met with a mixed reception - metropolitan committees tended to reject further decentralization as unnecessary and even obstructive to smooth operation; country committees welcomed the idea, because it overcame the problem of distance and enabled small administrative groups to operate throughout the region and cater for local needs. Some committees wanted to go one stage further and devolve responsibility to the school level. A Victorian country regional committee has asked each secondary school in the region to appoint an in-service officer, and plans to allocate $1,000 to each school in 1978 for development activities.

Western Australia. During 1976, devolution of responsibility took place through the introduction of three sub-committees within the central committee structure and through the creation of thirteen (now twelve) regional committees, which were allocated about 22 per cent of the development funds.

Some difficulty was encountered in defining the functions of the central sub-committees of administration, applications and program planning. This has temporarily prevented the achievement of 'a long-held ambition to do some forward planning'.

District superintendents were given the responsibility for introducing the regional programs at short notice. They had to assume control of the programs to ensure that the regional operation commenced without delay. Now the committees, broadly representational, are firmly established and functioning well and departmental control is gradually lessening. Feelings differ about the link with the State committee - some committees are eager for some autonomy, others dread it. All have found it difficult to work within the restraints imposed by the policy that regional committees can approve only applications for out-of-school hours activities. There have been some moves towards giving regional committees the authority to conduct long school-time courses in 1977, but the Director-General has ruled that approval for such courses must remain a central committee prerogative. Country regions have coped easily with decentralization, by establishing sub-centres and area committees. They have created their own rules to ensure flexibility of funding, necessary in a State where distance could otherwise deaden initiative.

---

*Victorian In-Service Education Evaluation Project (Monash University and ACER), 1974-76.

TEACHER REPRESENTATION

Committee Responses

The composition of regional committees in Tasmania, where teachers are in a majority, highlights the issue of teacher involvement in the Program through representation on development committees. In other States, government teachers are usually represented on committees but are heavily outweighed by system administrators.

Several committee members commented on the usefulness of teacher opinion in committee meetings -

> I would like more teacher representatives on the committee because they ask down-to-earth questions. (country regional committee, South Australia)

One committee member, while giving firm support to the principle of teacher representation on committees, felt that close attention needed to be given to the implications of such a move, and to consideration of the issue of teachers as decision-makers.

> Teachers find themselves in a decision-making role when sitting on co-ordinating boards alongside principals, inspectors and regional directors. But how can teachers be effective decision-makers in a situation such as this? Too many people are likely to feel threatened. Do teachers need to be trained as decision-makers?
>
> Decentralization plans must take into account not only the availability of funds and what can be done with them (at the regional level) but also the issue of placing teachers in the decision-making role.
>
> At this stage one can describe the situation only in terms of a 'paper democracy'. (country regional committee, Queensland)

Teacher Responses

Teachers did not have a great deal to say about specific aspects of regionalization or the structure of development committees, although the majority supported the principle of devolution of responsibility.

Two-thirds of the teachers who commented on this emphasis in the Victorian questionnaire survey favoured decentralization of in-service provision because local activities were more relevant to local needs. Those who opposed the idea did so mainly because they felt that teachers lacked the time, resources and motivation to take responsibility for the implementation of the Development Program. Independent school teachers were markedly less aware of the implementation of this Program emphasis than teachers from other systems. This trend was supported in another question where the statement 'a greater opportunity exists for me to participate in in-service activities'(than three years ago) was given considerably more support by Catholic and primary teachers than by independent and secondary teachers.

The problems of teacher representation on a regional subject committee in New South Wales centred around the internal hierarchical structure.

> Teacher representatives have moved off it because they say it's too tightly structured around inspectors and senior mistresses and masters. Teachers won't come on to the committee because they feel it's too cliquey, too cultured, and not interested in what classroom teachers want.

Several teachers commented unfavourably on the domination of district committees by inspectors although, as one teacher said with a shrug of her shoulders, 'If they don't get on and organize it, who will?'

An encouraging comment came from a board member of a regional teachers centre in Tasmania.

> I think that our regional teacher development committee is particularly active. It has a wide grouping of teachers from different spheres, and they do as much good as any other area of education on the north-west coast.

It was suggested that many teachers (always others, never themselves) were still apathetic about active involvement in in-service education.

> You have to de-condition a great percentage of the teaching profession into accepting the concept of in-service education - an apathy exists as a result of the heavy bureaucracy that sits on every teacher.

COMMUNICATION

Committee Responses

One of the principal aims of a policy of decentralization is to strengthen the channels of communication between committees and schools. The creation of regional committees and sub-committees has helped, but members of all committees still see communication as one of the most difficult administrative problems to cope with efficiently.

Despite the many avenues of communication that have been opened up, there are still teachers who do not know of the existence of the Development Program. It has become clear to committees that the written word is not always powerful enough - it may end up in the principal's rubbish bin, or it may simply not be read by busy teachers. More and more committees are becoming convinced of the necessity to make personal contact with teachers, either through visits by regional education officers to explain Program objectives and promote activities or through the appointment of in-service co-ordinators in a school.

> Committees need to persuade principals, teachers and parents that in-service education should be an integral part of school structure and operation. (country regional committee, Victoria)

Teacher Responses

Teachers, as well as development committees, see communication as a critical issue in the successful implementation of the Development Program. In the Victorian questionnaire, respondents were asked to comment on priorities and problems in in-service education; communication was listed as a major problem, second only to replacement. In particular, concern was expressed about the poor communication between in-service committees and schools and it was felt that committee members were out of touch with what was going on in the schools. Some teachers in other States identified the problem in reverse - they complained that teachers did not know what was going on at committee level.

The perennial problem of the efficacy of communication through the written word was also recognized by teachers. The complaints were in three areas - written information from committees about courses (and policies) was not getting through to teachers at all; it was not getting to teachers in time; or the content was inadequate. It was usually the principal who was blamed for suppressing in-service information but, when information was not received in time, teachers tended to blame the development committee. One non-government teacher (from a school which encourages in-service course attendance) wrote sadly:

> We received details of Term 3 in-service on 19/9/77 and already approximately 36 courses were unavailable because dates of enrolment were prior to receiving booklets.

Several examples of inadequate or misleading course summaries in in-service booklets were quoted by teachers.

> I went along to a seminar on guidance (having just been appointed careers officer) and found it was on the under-achiever, although the word 'career' had appeared in the booklet.

> I went to a one-week course entitled 'Developmental Learning' - it was actually about the implementation of a commercial product which was very good, but I already knew how to use it.

Praise was given to organizers who wrote to participants (potential or actual) about the aims of the program, the type of teachers who would benefit from it, and the details of content and method.

DISCUSSION

In the early years of Development Program operation, State committees saw themselves primarily as 'response committees', whose function was to approve submissions and administer funds according to Schools Commission guidelines. Some members had been involved in State in-service programs but, to a greater or lesser degree, it was a new and different field of operation for them all. Nevertheless there was not a uniformity of approach, and 'responsiveness' took a different form and resulted in a different product in each State. Even a cursory examination shows that Queensland was characterized by long courses, South Australia by residential courses, New South Wales by regionalization; Western Australia was able to overcome its isolation by funding people to visit the eastern States; Victoria tried to ensure involvement through wide committee representation, and sponsored a full-scale evaluation; and Tasmania melded State and federal funds to service teachers through teachers centres.

Two factors brought about a change in State committee function - the first was regionalization, which led to a sharing of administrative and operational responsibility; and the second was the development of a familiarity with Program philosophy and a facility to cope with the mechanics of operation, which led to a re-deployment of resources for more efficient functioning. More full-time personnel were appointed, including in-service officers with responsibility for particular system or level areas, and sub-committees were formed to deal with specific aspects of the Program. As a result of these moves, State committees were able to give time to serious and detailed consideration of policy formation and, in some States, to become an initiating as well as a responsive force.

By 1978, regionalization of the Development Program as envisaged by the Schools Commission was to be a reality in all States. Whether this regionalization was in fact true decentralization was queried by Creed (1975), then the executive officer of VISEC. He quoted four criteria for estimating the degree of decentralization - (i) the number of decisions made low in the hierarchy, (ii) whether such decisions are important decisions, (iii) the number of functions affected by decisions made at lower levels, and (iv) the amount and type of checking which are required by the decision. Creed felt that according to these criteria, regionalization of in-service education represented a low degree of decentralization.

> A central committee has determined the composition of a regional in-service education committee which is almost a replica of its own composition and operational structure. This..... takes no account of the variability of the regions which must force the development of local solutions to local problems. Neither does the regional committee have much weight in determining how much money is allocated to the committee.

However Creed said that there are areas where important decisions are made by regional committees, which affect a number of functions and are checked at the local level. Since 1975, the autonomy of regional committees has increased, and many have the power (which means the money) to respond directly to local needs as they arise. In terms of providing local solutions to local problems, regionalization is most successful where this power is further decentralized and put in the hands of local sub-committees or teachers centres. In general, schools are still responsible to committees but, as they become more involved in their own staff development, it would seem logical for devolution to continue to this level, although many committees are not in favour of this step.

A recent American publication on teacher development (Beegle and Edelfelt, 1977) contains an article on decentralization and staff development by Pinkney. The writer discusses the problems that have emerged with the introduction of decentralization by education authorities: he maintains that decentralization cannot work effectively unless it is carried out in conjunction with staff development in the schools.

> In many cases, decentralization has in fact created problems that have led instructional personnel to label it as merely more bureaucracy, void of real meaning or value for the school division.
>
> Far too often, insufficient attention has been given to the importance of carrying decentralization to the individual school. In too many respects, reorganization strengthens power at the area, regional, or district level or some other smaller unit. Any assumption that decentralization will automatically improve the instructional program of a school division is therefore erroneous...
>
> Decentralization and staff development are interdependent.... Decentralization may prove to have real merits. However, the future success of instructional programs will depend largely upon relevant staff development that places the emphasis and the focus squarely upon the classroom and the classroom teacher .... changing the organizational structures of a school division does not necessarily change the millions of children who come to school daily. These children still bring with them their self-concepts, and whatever we do affects their opinions of themselves. Hence, there is a great need to provide meaningful staff development, especially for classroom teachers. (Beegle & Edelfelt, 1977: 107-110)

In New South Wales, decentralization of the Development Program has progressed further than in other States. Regional committees control most of the State's funds, but much is demanded of these regions by the State committee. All regional committees are required to monitor their programs in terms of the objectives for the State, and to fill in the detailed attainment of objectives document (which is dozens of pages in length). The system works because it has become a joint State-regional exercise - the regular meetings between State and regional chairmen culminate in the end-of-year meeting, when objectives for the following year are discussed and agreed upon.

Seeming paradoxes are apparent in other States - Victoria, with its large committee based on the democratic principle of wide representation, exercises more control over its regions than Western Australia, where there is a dominant central committee but the regions have greater independence of action. Yet it is also in Western Australia that a prescription unique in Australia is imposed on regional committees - the ban on activities in school time.

The role of benign dictator is still played by all State committees, who are the elder statesmen of in-service education. Inevitably there are points of friction with the rising regional generation who have developed a new and different kind of expertise in in-service education. As devolution of responsibility progresses further down the regional scale, the situation may become even more complex, because it is important that true decentralization occurs (with decision-making powers being granted) while a link is maintained with the centre to provide guidance and co-ordination without undue constriction. An acknowledged central/regional link is necessary to preserve and encourage a two-way communication system. Communication problems are inevitable in any large-scale program, particularly when entering into a new area where organizational and operational questions tend to dominate because they are the ones which need immediate answers.

At first it was assumed that if a policy/idea/explanation was committed to paper by committees and circulated, it would be read by teachers. That this did not always eventuate was due to three factors - committee communications to government schools became swamped by and confused with the multitude of circulars issued by the Education Department; the influx of in-service activities and the consequent disruption of school organization caused many principals to adopt the role of censor and only pass selected pieces of information on to staff; information received by teachers tended to be fragmentary and there was a lack of understanding and appreciation of the concept of the Schools Commission Program. Communication deficiencies such as these are particularly unfortunate in a Program that has a basic tenet of active teacher/participant involvement in all its aspects.

An accepted way to overcome the barrier of the written word is to substitute the spoken word. While this is recognized by committees, it is difficult to implement, largely because of the part-time nature of committee membership. Individuals such as education officers have made positive and productive attempts to establish regular and direct communication with teachers, and State committees have established structures, apart from regionalization itself, which have improved the central/regional/school channels of communication. These structures include (i) the appointment of more full-time staff, particularly in-service officers with responsibility for a certain area or group, (ii) State representation on regional committees, and regional representation on State committees, (iii) the increased involvement of teachers centres, and centre representation on committees, (iv) the appointment of in-service liaison people in schools, (v) the introduction of regular meetings of State committees with regional representatives.

There have been requests from interested teachers for the dissemination of reports of successful programs. The number of published reports has increased, but too often they repose in committee or regional office files, 'available on request'. Perhaps in this technological age more impact would be made by audio-visual presentations of programs.

10 - INVOLVEMENT OF PARTICIPANTS AT ALL STAGES OF PLANNING AND IMPLEMENTATION OF IN-SERVICE ACTIVITIES

Committee responses to this emphasis centred around the extent to which participants were involved in the initiation and planning of courses rather than participant involvement in the implementation of activities*. Other issues which were mentioned in relation to participant involvement were staff replacement, incentives for course attendance, and identification of teacher needs.

COURSE INITIATION AND PLANNING

Committee Responses

The proportion of teacher-initiated courses in regional programs varied greatly from region to region, according to how committees interpreted the term 'teacher-initiated'. One interpretation referred to course applications submitted to committees by individual teachers; a second referred to applications made in response to expressed teacher needs by individuals, such as consultants and education officers, working with teachers.

Whichever interpretation they were using, committee members in all States agreed that the degree of teacher involvement in the organization of in-service education had markedly increased since 1974, and that there were far fewer courses 'imposed from above' by employing authorities. There was some concern expressed about the lack of teacher response to the call for involvement. This concern was felt more by central than by regional committee members. There may be a historical explanation for this - when the Development Program began, the central committees handled all or most of the submissions; with the advent of regionalization, the small local individual submissions fell to the lot of the regional committees, while the central committees handled the State-wide larger-scale submissions, which naturally tend to come from organizations and systems rather than individuals. As one committee member pointed out, with the increased competition for funds it was the bigger operators, such as subject associations and tertiary institutions, who were able to play the game with greater finesse.

New South Wales and Victorian regional committees probably receive the highest proportion of applications from individual teachers, although in New South Wales these mainly come through the sub-regional district and subject committees. A member of a metropolitan regional committee in New South Wales (a primary school principal) was one of the first applicants for Schools Commission funds three years ago - 'It was the first time a principal had been able to organize a conference for principals, and it gave us a great feeling of freedom'.

Nevertheless the concern is real at central committee level:

> In-service education is still in the shop window for most teachers. (Victoria)
>
> It is easy to give lip-service to the principle of teacher involvement, but hard to implement it. (South Australia)

---

* The few comments that were made have been incorporated in chapter 14.

> We are still faced with apathy from people in schools, especially principals. (Tasmania)
>
> There is still a big gap between the Committee and teachers. (Western Australia)
>
> For teachers, initiation and organization of courses involves enormous commitment with no monetary reward. (New South Wales)

The latter comment raises an issue which was referred to several times in explanation of teacher non-involvement. It was felt that teachers involved in course organization should be reimbursed in time or money, and that the structure of the school program should include in-service activities as a component, thus allowing teachers to do organizational tasks properly.

It was felt, particularly in Victoria, that the machinery and red tape involved in making an application, despite refinements made, were still daunting to a novice. The time factor was also a deterrent - by the time a submission was funded, the need for the program may have disappeared or the teacher/organizer may have left the school.

A frequently mentioned way to encourage greater teacher involvement in the Program was to appoint a teacher in each school as in-service co-ordinator. Such appointments had been made in some Queensland, Western Australian and Victorian schools, and the South Australian central committee was promoting the establishment of development committees in schools. This type of devolution was just beginning, and its viability could not yet be assessed.

In South Australia much of the initiation and organization of courses is done at present by Principal Education Officers (PEOs) of the Education Department, whose task it is to give help to teachers in their schools and through courses. Some PEOs have committees of teachers to help organize a course. Subject committees, which contain teacher representation from all systems, are also responsible for the initiation of courses, particularly at secondary level.

District superintendents in Western Australia, who used to take sole responsibility for in-service training, now have committees of teachers to help them in addition to their own education officers.

Subject associations are strongly involved in in-service education, particularly in Victoria, New South Wales, and Queensland. Queensland and Tasmania rely heavily on teachers centres for initiation of courses. The Queensland Teachers Union also initiates some courses.

The increased involvement of Victorian consultants in course initiation has drawn a word of warning from one regional education officer - 'It is creating a group of sub-experts who, unless astute, fall into the trap of doing more of the curriculum development than the teachers they are supposed to be assisting'.

The trend towards school-based teacher development is seen by all committee members as the best way to encourage teacher involvement. In this area not only government schools but Catholic schools are responding well.

In other types of course initiation in the regions, non-government involvement is minimal, particularly by the independent school sector. The policy of inter-system planning of courses that has been introduced in some States is encouraging more non-government involvement.

Attempts have been made in some regions to involve course participants in the planning process by surveying participant expectations, experience, and areas of interest before the course, or spending the first day of the course planning the rest of it. Again, time and money are needed if these approaches are to be universally applied, as well as a strong commitment on the part of the participants.

Teacher Responses

It is difficult to ascertain the exact amount of true teacher initiation and organization of courses. Even in New South Wales, where regionalization has operated most successfully, teachers have said:

> You seldom get a teacher who wants to run a course, though they'll suggest topics to advisers.
>
> I don't know any classroom teacher who has initiated a course, though I know of principals who have initiated courses and got teachers to organize them.

It would seem that teachers are reluctant to assume sole responsibility for the instigation and operation of in-service activities. In the Victorian questionnaire survey, teachers felt that the implementation of this emphasis had been only moderately successful. Nineteen per cent of the respondents had been involved in planning courses or acting as group leaders, and only 10 per cent had acted as organizers. Fewer secondary independent school teachers had acted in any of these capacities than teachers from other systems or levels.

The main reason given by teachers in all States for their reluctance to become involved in course organization is that work commitments do not allow the time required for such a task.

One non-government teacher explained her lack of confidence.

> I would be hesitant to initiate a course, although the opportunity to apply is there - but you have to say not only what topic you want, but also who would present it, and I am not immediately familiar with who would be best and who would be available. Independent schools don't have advisers or a structure to help them.

Lack of organizational expertise and general apathy were seen to be contributing factors to teacher non-involvement in course initiation.

REPLACEMENT

Committee Responses

The replacement of staff attending in-service courses is one of the most vexatious problems associated with the Development Program, particularly for non-government schools. The inability of schools to release staff is the main reason given in all States for lack of participation by non-government teachers in the Program. The replacement funds that are now available for participants in longer courses have only partly solved the problem. Replacement funds for shorter courses are meant to be taken from the general recurrent grants to schools, but in-service education has a low priority in non-government schools which are struggling to provide facilities and qualified staff for their students. One large independent school supports teacher development with $4000 a year, but other smaller schools can afford nothing. For this reason, non-government teachers are generally more supportive of courses held out of school hours and in vacations, and they have become very selective about courses attended in school time.

Looming even larger than replacement funds as a hindrance to teacher release is the lack of suitable relief staff for both government and non-government schools. The problem is particularly acute in secondary schools, with their specialist requirements, and in country areas, where no extra teachers are available.

In South Australia there has been a cutback in the number of replacement teachers for government schools, and schools tend to save their allotted number of relieving teachers for illness replacement.

The teacher-relieving scheme in Queensland is operating efficiently, but a more stringent budget will not allow for the maintenance of the relief force at the same level. A sub-committee has been set up to try to reach some agreement across all systems about teacher release in school time.

The problem is further complicated by the policies of some teacher unions which do not support teacher attendance at courses out of school hours, and the contrasting attitudes of parents, who are disturbed about teacher absenteeism during school time. Parent disapproval was one of the factors which led to the formation of the Western Australian central committee policy that all courses handled by regional committees must be out of school hours. Implementation of this policy has led to much frustration for committee members and for teachers.

A parent representative in Victoria felt that parents would support teacher release if the in-service course was related to an improvement of the school program, but not if it was aimed at the personal enrichment of the teacher.

Comments were made by some committee members about the ceiling that has now been placed on teacher recruitment in some States, which may result in an increase in the number of replacement teachers available.

Another comment made by a committee member reflects a view expressed by many teachers:

> The issue of replacement for attendance at courses in school time is not a money thing with teachers but an emotional one - a conflict of responsibilities. (State Committee, Tasmania)

Teachers Responses

Teachers and committee members are in complete agreement about the complexity of the replacement problem. The difficulties mentioned by teachers were the lack of relief teachers in some areas (country, and disadvantaged metropolitan), the lack of money to pay them (in some non-government schools), the disruption to school organization and imposition on other teachers, and, most frequently mentioned of all, the disruption to classes.

> I can never be sure of the ability of the reliever, and often come back to discipline problems. Relievers are only baby-sitters - that's all they have to do, according to the regulations.

> The children really must be considered, particularly the young ones - it is not just what they are learning, but their security.

It took some time for the impact of the next statement to be felt in the discussion group in which it was made, because the delivery was so low-key and matter-of-fact.

> Because there are no relief funds in the school, I have had to pay $90 for a relief teacher out of my own salary so that I could attend a three-day course. So you have to be pretty interested in it - it can be very frustrating if it doesn't turn out well.

INCENTIVES FOR COURSE ATTENDANCE

Committee Responses

Since the big bogey 'credit' was mentioned in a favourable context in the Schools Commission *Report for the Triennium 1976-78*, there has been a more liberal treatment of this concept by development committees. Longer courses for formal qualifications are now supported in all States. Of the committee members who talked of the possibility of giving credit for attendance at other in-service activities, more were in favour of the idea than against it.

Other incentives for attendance at courses were mentioned. It was felt by some that the introduction of credit and the impending teacher glut would encourage teacher attendance at courses. In South Australia and Queensland promotion-listed people are expected to attend in-service courses, and some support for this idea came from New South Wales. A country region in New South Wales put on a social science course 'for teachers who have not yet attended a course' in an attempt, which was successful, to attract the non-attender.

Several committee members remarked that the novelty of in-service education abundance had worn off. Teachers had become saturated over the past three years and were now looking for something more than a cosy get-together.

> We will have to diversify - with the present limited view of teacher development we will run out of ideas. (country regional committee, Victoria)

In one Victorian region, the education officer felt that no pressure should be put on teachers to attend courses, that it was no disgrace not to want to go. He found it encouraging that more principals in his region were taking some responsibility for in-service education, turning regular staff meetings into teacher development exercises, which made it less imperative for teachers to attend courses outside the school.

Teacher Responses

Credit as an incentive for course attendance is not a major issue with teachers. Many teachers think it is 'a good idea', but few feel strongly enough to think through the ramifications and elaborate on the topic. Far more interest was expressed in finding ways to increase incentive for attendance on a voluntary basis through improving the qualitative offering of programs, devising new strategies and policies, and encouraging different methods of approach.*

IDENTIFICATION OF TEACHER NEEDS

Committee Responses

Involvement of participants can be taken back a stage further than course planning to ensure that the proposed course will meet participants' needs.

When the issue of teacher needs was raised in interviews, a number of committee members, from all States, responded that the nature of Program operation ensured that needs were met. It was assumed that organizers who made submissions were responding to a need, and that courses which were well attended were meeting a need.

While there are good reasons for making such assumptions, the argument contains certain weaknesses, as was pointed out by other committee members. There are clever operators with enterpreneurial skills who can whip up enthusiasm about a topic and attract applicants to a course that may have no relation to actual needs - 'the fad syndrome' one member called it. There is a danger in relying on attendance figures for evidence of met needs - applications are generally made on the basis of very little information about a course, sometimes only a title. A post-course qualitative rather than quantitative appraisal must be made to determine if needs have been met.

A non-government representative pointed out that it was much easier to identify system needs than individual needs. The two types of needs may be very different and, while both should be met, the second should not be subsumed under the first.

> It could well be argued that there may be teacher needs which teachers themselves do not perceive or are not prepared to accept. But acknowledging such arguments leads us to a kind of 'big brother' complex which to my mind is anathema. (metropolitan regional committee, New South Wales)

Many committees make a conscious effort to identify teacher needs. Some rely on local sub-committees, others on education officers who spend much of their time in the schools, to interpret needs. Tasmania and Queensland use survey forms to keep them in touch with teachers' requirements. One of the first tasks the Queensland committee undertook on its formation was a large-scale survey of teacher needs (Queensland Department of Education, 1974) which led to the early introduction of long courses. Surveys are still conducted regularly throughout Queensland.

---

* For further discussion, see chapter 14.

The Tasmanian committees send a form entitled 'Survey of Needs' to every school at the end of the year. The form lists 20-30 topics for approval/disapproval, with space to list the school's requirements for each topic. It also asks for comments on the past year's program (from teachers, principal, and parent bodies) and for a list of school priorities for development activities in the coming year.

Surveys are conducted in New South Wales regions as part of the monitoring process required of all regional committees. In one country region, for instance, a survey form is sent to all schools in August so that principals and staff can assess the degree to which the Program is satisfying their needs, and to identify priority areas for development in the following year. These statements of need are collated by district committees and returned to teachers for further comment, before drawing up submissions to put forward to the regional committee for funding. A teacher representative on the central committee expressed satisfaction with the channels for communication of needs that were open to teachers in New South Wales. Teachers centres there, as elsewhere, were assuming increasing importance as one of these channels. In one Queensland country region, the six education centres are regarded as 'linch pins in the identification of teacher needs'. Each of the centres is represented on the In-service Co-ordinating Board; each school appoints a member of staff as education centre representative, to gather staff opinion and to relay specific communication from the centre; these representatives meet regularly with the Board representatives, thus establishing a two-way means of communication between teachers and the Board.

Many comments were made about the difficulty of effectively identifying teacher needs:

> Reactions from schools have indicated a strong resistance to what they see as a barrage of questionnaires on in-service. I would doubt the future effectiveness of such a technique in obtaining information on needs. (country regional committee, Victoria)
>
> Teachers need help both in identifying needs and ways of providing solutions. (State committee, Victoria)
>
> We can't get at needs until teachers learn to evaluate their own performance. (State committee, Victoria)
>
> This is where it should all begin, but it is as yet an undeveloped and imprecise area. No reliable instrument of needs identification has yet been developed. (State committee, Western Australia)

A Western Australian country regional committee has used a three-pronged approach in the identification of teacher needs:

(i) surveys - lists of possible courses together with the opportunity to add suggestions (useful);

(ii) inviting submissions by post (only moderately successful);

(iii) personal contact - committee members talk with teachers (the most successful method).

The last mentioned method worked well for that particular region, where most committee members were members of school committees. In regions with high administrative (rather than school-based) representation on committees, members may not have direct access to large numbers of teachers.

It was generally agreed that the best way to ensure that development activities were meeting teachers' needs was to encourage school-based programs and the establishment of development committees or in-service co-ordinators within each school. Apart from the problem of high staff turnovers in some schools, the two major obstacles to the successful implementation of this strategy were felt to be teacher apathy and obstruction from principals.

> Teachers were reluctant to spend time and effort to examine their needs. (country regional committee, Victoria)
>
> Most principals came through a different system and can't cope with the new responsibilities thrust opon them. (metropolitan regional committee, New South Wales)

Teachers Responses

From discussion with teachers, there emerged four strategies for needs identification which were regarded as working satisfactorily.

1 The appointment of a teacher in a school to act as a liaison person between the school and the focus of development activities organization - local committees or teachers centres. (This strategy was supported in principle rather than in practice, for the strategy often appeared only in the planning or early implementation stages.)

2 Systematic survey of needs in schools as part of State policy as in Tasmania and New South Wales - or as organized on a local level by district committees or teachers centres. This method was considered to be most effective when the school response was the result of detailed discussion by the total staff group.

3 Reliance on consultants or advisers to identify teacher needs. (Teachers' opinions about the role of consultants in teacher development vary greatly. In areas where consultants have become an integral part of the school scene - and this seems to have happened more in South Australia than elsewhere - teachers have confidence in the consultant as in-service facilitator.)

> Most courses here are organized by the regional consultants and advisers. This is fine, because they are aware of the needs in a town and can do something about it. (South Australian teacher)

4 The mobilization of the resources of teacher groups such as subject associations to identify and cater for the needs of their members.

DISCUSSION

It was the central committee which expressed most concern about the lack of teacher initiation in the Development Program, and the difficulty of determining teacher needs. This may be because central committees are now at a remove from teachers, dealing mainly with the 'professional' course organizers such as tertiary institutions, consultants, departmental officers. At the regional committee level, there is higher teacher representation on committees, and most other committee members have direct and regular contact with teachers. For these reasons, regional committees are more confident that they are responding to teacher needs, and are aware of a higher degree of teacher involvement than is apparent at central level.

Information from New South Wales supports the latter conclusion. The achievement of objectives statement for 1976 (see Appendix IV) showed that all regions exceeded the target of 60 per cent of courses deriving from teacher requests, and seven of the eleven regions reported an achievement of more than 80 per cent. The following comments are from two of these committees.

> The committee endeavours to ensure that centralized course provision and to a lesser extent administration are minimized. Identified groups of teachers who have difficulty in meeting perceived needs (such as beginning teachers) are occasionally assisted.
>
> There is a strong and often stated recognition of the 'grass roots' nature of the program. The regional committee is reluctant to propose courses even though a visible need in their opinion exists for it. In cases such as this, the regional committee will often communicate with likely proposers on an informal basis.

Not all committees express such confidence in the principle of teacher initiation of courses. The following comments were made in the presence of the writer at a development sub-committee meeting, where submissions from a teacher to run a classroom aids (photography) course was brought up for consideration. (The comments were all made by the same person.)

> 'Any old tin-pot teacher can't get up and get funding for a course. We must exert quality control. Is she a good teacher?' It was pointed out that she had a lot of experience in photography - 'So what?' The next submission came from a lecturer at a tertiary institution - 'Aha! Now we're getting somewhere'.

Fortunately for the cause of teacher involvement this attitude was rarely encountered. Compared to 1974, the amount of teacher involvement in the Development Program is high. The degree of involvement varies markedly from State to State, and region to region, as does the type of involvement. Teacher input ranges from ranking course topics to being a course leader to committee membership and course organization. There are hazards involved for teachers who decide on administrative or organizational involvement in development work. Being relative newcomers to the scene, they tend to lack experience, expertise, and a supportive structure from which to work. If the appointment of teachers to a committee is just a token gesture of the bureaucracy to the Schools Commission, then indeed it may be the 'paper democracy' mentioned earlier by the Queensland representative. The teacher's contribution to committee functioning may be different from that of the experienced departmental administrator, but equally as important and valuable. The committee meeting attended by the writer in a Tasmanian region, where nearly all members were practising teachers, was the liveliest and most productive meeting encountered anywhere, in terms of issues debated and practical decisions made.

For effective operational involvement, some knowledge of relevant theory and practice in the area of teacher development is an advantage. Comment was made by an experienced administrator that participant planning committees were often ineffectual because members lacked a knowledge of evaluative techniques, the setting of objectives, and learning strategies - and the meetings tended to deteriorate into the anecdotal ('Well, I went to this course three years ago.....').

Training courses for organizers are being introduced with considerable success in several States*. Help is also needed for teachers who are appointed in-service liaison officers in their schools. These people have the greatest potential of any to bring to realization the aim of teacher involvement in the Development Program. At the moment their contribution is uneven - too often they are junior appointees who lack recognition and support within the school, and lack confidence outside it.

A further requirement for effective teacher involvement, in any of the ways already mentioned, is time. Involvement in in-service education should no longer be treated by school administration in an ad hoc manner. The assumption of in-service responsibility by teachers and the commitment to regular in-service participation may necessitate a restructuring of the timetable, and a re-allocation of teaching loads and staffing schedules.

From the information provided by committees and from the results of the Victorian survey of teachers, it would appear that the types of teachers least likely to be involved in course initiation were secondary teachers and teachers from non-government schools. Secondary divisions in education departments had not been the most active in in-service education, and little had been provided by non-government systems. This gap was partly filled by subject associations, in which secondary government and non-government teachers were heavily involved. Since 1974, subject associations have become increasingly involved in the initiation and organization of development activities. Perhaps more encouragement should be given to these groups, which are living examples of Schools Commission principles, being both inter-systemic and teacher initiated and supported.

A representative of the Catholic Education Office in Victoria said that the Catholic system was able to operate more successfully at regional than at central level - it made few submissions to the central committee because it could not afford the long delays in reimbursement of expenses and confirmation of submission approval.

The main reason for lack of non-government participation in the Development Program is, of course, the replacement problem. However, many people from the non-government sector commented on two recent trends in the Program, which met the particular needs of their systems and alleviated the replacement problem. These trends were school-centred and long-term courses.

The replacement program extends beyond the non-government schools. Even when relief staff were available, it was common to hear teachers say,

> I have a professional responsibility to my students and do not think it is fair to disrupt their learning sequence by deserting them to attend in-service courses.

---

* Discussed in greater detail in Chapter 14.

Many in-service educators would contend that students are not as adversely affected by a teacher's absence as teachers themselves imagine. One teacher countered the disruption argument by saying,

> If you really have a professional responsibility to your students, you cannot afford not to attend in-service courses.

The Queensland solution to the replacement problem is one that other States could usefully employ - to bring into a school a team of trained replacement teachers, so that the regular staff is freed for development work.

The trend towards school-centred teacher development may help in the resolution of another problem, that of needs identification. There has been some controversy about the efficacy of the various methods used to determine teacher needs, and some questioning of the assumption that it is important that teachers should be able to clearly identify their needs. A non-government committee member in Victoria linked this issue with development work in the school.

> It is my belief that evaluation must precede determination of needs. That evaluation must be either self or school oriented in relation either to individual or school goals, and the effectiveness of their achievement. Then, I believe, school-based in-service reactions must follow.

In school-centred development work it is more likely that participants will be responsible for determining the nature and direction of the activity, and that they will benefit directly from it. This type of activity can also carry along with it those teachers who have not participated in development activities before, and may even turn a passive and reluctant involvement into an active and willing one.

Much more could be done to involve teachers in the planning and implementation of courses held outside the school. There are several ways in which this can happen - participants may be consulted in person or by mail, before the commencement of the program; some time may be spent at the beginning of the course working out details of the program for the days ahead (this is only worthwhile if the course is longer than one day, and if participants are adequately prepared); the course may be loosely structured to enable on-going participant input to determine its direction. The latter strategy can function most effectively when numbers are small, but even then it is a difficult situation for an organizer to handle, for flexibility can breed insecurity, and an open approach can flounder and lose momentum. For this reason, as well as the others already mentioned, it is important to give organizers and course leaders some training, so that they can learn how to handle people as well as material in the in-service situation.

11 - BROADENING THE BASE OF THE PROGRAM TO INCLUDE ANCILLARY STAFF, PARENTS, COMMUNITY.

ANCILLARY STAFF

Committee Responses

Ancillary staff do not form a vocal lobby group, and appear to be given only token acknowledgement by many committees. Little thought seems to have been given to the best ways in which such staff might slot into the Development Program, and exactly which people might be included under the general and rather vague term 'ancillary'. Specific groups mentioned as receiving or in need of in-service help were teacher aides, library assistants and laboratory assistants.

There is some difference in the number of courses available to ancillary staff at State and regional levels. Courses for ancillary staff are offered in all State development committee programs (with Western Australia reporting a 'dramatic increase' in such courses), but they were mentioned in only half of the regional committee responses.

The most enthusiastic support for the inclusion of ancillary staff in the Development Program came from two teacher representatives on the New South Wales State Development Committee. They said that the courses available for ancillary staff were much appreciated and meeting a real need. It was remarked that an artificial separation had been created between 'professional' and 'non-professional' staff, and that many courses should include both groups. A non-government committee member, from a New South Wales country region, said that although this particular thrust was only just beginning, 'the attitudes of ancillary staff and teachers are supportive through all systems'.

PARENTS AND COMMUNITY

Committee Responses

Attempts by development committees to broaden the base of the Program have focused mainly on the involvement of parents, although the consequences of this involvement as far as courses are concerned are just becoming apparent.

Most committees now have parent representatives. In cases where no parent appointments have been made, the reasons given were:

> It is difficult to choose one person to represent such a diverse group of people.
>
> We don't want partisan representation. We just keep the principle in mind - we can reflect parent and community thinking because most committee members are parents and active in the community.
>
> In-service education at the regional level makes no provision for the involvement of parents and community.

It takes a while for parents to feel at ease in the development committee structure. Other committee members may initially show a certain amount of reserve, even resentment, at the inclusion of an 'educational outsider'.

Parents themselves feel unable to make a useful contribution because of a lack of knowledge and confidence, and they need time to assimilate the functions of the committee and the educational context in which it works.

The complaint has been made that parent representatives on committees tend to be those with an axe to grind. As with so many aspects of the Program, it is natural that the better organized groups rather than unaligned individuals take advantage of the opportunities offered by the Program.

The nature of parent involvement in courses varies greatly from region to region. In some cases the emphasis is on courses initiated by parents for parents, in others parent attendance is encouraged at courses primarily aimed at teachers. It was said by one parent representative that 'parents feel most comfortable at courses where parents are in the majority - at others they feel like invited guests'. Another representative felt that although some good courses for parents had been held, it was 'parent attendance at courses for teachers that will validate integration'.

A matter that is still to be resolved is the degree to which parents could be involved in courses that are concerned with educational areas such as curriculum. Here the Technical Schools Division in Victoria has led the way, as it so often has in in-service education, by appointing a parent to its curriculum committee.

In all States it is thought appropriate that parents should be involved in school-based development activities. In Victoria and South Australia parents have been involved in courses about the function of school councils. The New South Wales Teachers Federation opposes parent and community involvement in school councils, but approves involvement in areas such as education of migrants and Aborigines. Encouraging feedback has come from some of the parent activities in New South Wales, including letters of praise written to newspapers by participants. The Program in Tasmania has been

> bedevilled by a low level of participation and involvement by parents and community. (State committee, Tasmania)

A considerable amount of action has taken place in Victoria and Western Australia. There seems to be a greater degree of involvement in the country than in the metropolitan regions in Western Australia; in the country, parent involvement has been conspicuous from the beginning - in one region, four out of the eleven courses available in February-March 1977 specifically involved parents. However, in a number of country areas in other States, parent participation is almost non-existent, despite approaches to all parent associations in the region. This lack of response in some country areas may stem from the notion that the Development Program is seen as in-service education organized for teachers in the Education Department by the Regional Director, and hence of no relevance to anyone else.

One executive officer in a Victorian country region felt that the legitimacy of parent involvement depended on the size of the country community:

> In an isolated area, the school is part of the community and involvement follows naturally; in a larger-scale situation in-service is for a minor, vocal, political fragment of the community.

The Victorian State Development Committee has appointed the first full-time adviser in Australia to promote and assist with the organization of development activities involving parents. She has found that the ground-swell of interest in the Program has been much greater than she expected. Her time has been completely taken up responding to requests to speak at schools where staff and parents are anxious to be involved in the Program but not clear about their respective roles. She has also been invited to talk to student teachers at tertiary institutions about the skills that young teachers will need in order to relate to parents.

The non-government sector does not find it difficult to support parent participation in the Program, as it has a tradition of parent involvement in the school community, although not usually in purely educational areas. One non-government school representative felt some disquiet about his committee's attitude to this issue.

> Parent courses at present seem to be mainly initiated through the State development committee. Non-government representatives of the regional committee see this committee as being reluctant to embrace fully the principle of wider community involvement and participation. As far as the non-government school system is concerned, it is supportive of this particular concept. (country regional committee, New South Wales)

One area of concern in the Development Program is that it tends to attract only the motivated teachers. This tendency is even more obvious at the level of parent involvement. Various ways have been suggested for trying to reach more parents - by direct personal contact, through the school principal, by showing parent groups video-tapes of successful programs, by training parents who can act as catalysts. The Tasmanian State committee has bought radio time to talk about the opportunity for parent involvement in the Program, and the New South Wales State committee has distributed explanatory pamphlets to parent assocations, municipal libraries, service organizations, and ethnic groups. The Victorian committee, and probably others, has sometimes returned submissions to teacher organizers and suggested that participation be extended to include parents. The Victorian committee has contributed $30,000 towards the making of a film for television entitled 'You, Me, and Education'.

In discussion about broadening the base of the Development Program, the phrase commonly used is 'parents and community', but the focus has been almost solely on parents. 'The community' is such a vague general term that it is easier to ignore it than try to delineate ways in which it can be incorporated into the Program. One hears little more than, 'We should make use of the resources that are available in the community'. A few committees have appointed community representatives, and there have been speakers from community groups at some courses. A few courses have been held specifically for people from the community, such as a drama exercise and a seminar discussion on deficiencies in education.

The Queensland State Development Committee has sponsored some interesting programs in which community groups have organized activities for teachers. These have included environmental education, an experimental theatre, and work observation programs. In one country region, a directory of resources has been compiled.

> Teachers can involve the community indirectly through this directory. This approach seems more satisfactory than one which involves community representatives on co-ordinating boards.

The New South Wales State Development Committee is compiling a register of in-service resources in the community. As well as to tertiary institutions, it has written to business firms and industrial groups that might have something to offer to teacher development.

Teacher Responses

In the two reports that it published in 1975, the Schools Commission recommended parent and community involvement in the Development Program. Teachers are only gradually becoming aware of this entitlement and the potential value of the contribution of these groups in the development area. That this is happening very slowly is not surprising, because the vast majority of parents themselves are still unaware that this avenue of involvement in education is open to them.

The Victorian questionnaire called for responses to the statement 'Parents should be given more opportunities to be involved in in-service education programs'. Fifty-six per cent of teachers expressed agreement with the statement (with strongest support coming from Catholic school teachers), and 20 per cent expressed disagreement (with strongest disagreement coming from independent school teachers).

The teacher discussion groups mentioned some courses of general educational interest, to which parents and community members have been invited.

> I attended a very stimulating course on environmental education at which there was a great sharing of information. It was difficult to tell the difference between the teachers and other members of the community.
>
> Parents came in for a forum on the last day of a residential conference. It was very good because the introduction of a different view brought us back to earth. It was a pity they hadn't come along earlier.
>
> We had a very successful seminar on the education of handicapped children, involving teachers and members of the community (city councillors, church people, social workers). We are still following through ideas that came out of it, particularly in regard to educating the physically handicapped to take their place in the community.

Teachers' main experience of parent involvement in the Development Program is in school-centred activities. Two that were mentioned centred around a discussion of school philosophy and a particular curriculum development. The curriculum development seminar involved parents and teachers in preplanning, then working through a drama-based teaching unit that was subsequently introduced into the school and implemented by teachers with the help of the parents. The school philosophy conference was residential, attended by staff and five parents. The parents felt they learnt much about the way the school operates, and have volunteered to help organize the next conference (also residential) and persuade other parents to come along. In the meantime, a one-day activity is planned at the school to give more parents an opportunity to share in the school development exercise. The activities at the seminar required total involvement of the participants, which led to an 'increased understanding of each other's feelings and ideas' and 'a stronger relationship between staff and parents'.

DISCUSSION

There is little more to add about courses for ancillary staff. They still remain a peripheral part of the Program, but since they were specifically mentioned in Schools Commission reports there has been a steady rise in the number of courses provided. Often these are courses provided by the educational authorities, but there have been some local initiatives, such as the three courses for teacher-aides (paid and voluntary) in a Queensland country region which were organized by education centres in response to requests from aides.

Ancillary staff have also been involved in school-based programs. One such program, a residential seminar on the flexible plan school, was attended by the school secretary.

> As school secretary, I found the seminar valuable because it is essential to the work of the office to know what is going on in the school as a large part of the job is public relations with parents and community.

The Schools Commission *Report for the Triennium 1976-78* advocated parental involvement in the Development Program - it was stated that increased communication between parents and teachers was 'essential in the interests of the individual child and essential to the health of the school as an institution' (Australia. Schools Commission, 1975: 115). From then on, the Teacher Development Program became the Development Program, and during 1976-77 parents and community representatives were appointed to State and regional committees. Much of the credit for the successful and necessary broadening of the base of the Program must go to Joan Kirner who, as a Schools Commissioner, has contributed so much to Australian education in general, and to the cause of parental involvement in education in particular.

Most parent representatives on State committees have held these appointments now for over a year, and there has been a marked change in their role since the earlier part of this chapter of the report (Committee Responses) was written. They are no longer the junior apprentices, for they have acquired the knowledge, expertise, and confidence to enable them to take part in committee discussion on a more equal footing with those of longer educational experience. The contributions of parent representatives at the 1977 national development conference introduced a breadth of vision and a practical relevance to the work undertaken, and the conference would have been a poorer one without them.

Involvement in the Development Program has not greatly increased the interaction of parents groups in the different systems, although parent representatives feel they have been welcomed and assisted by committee members from all systems. There is a general feeling of frustration among parent representatives that the groups they represent are responding so slowly to the invitation to participate in the Development Program.

> The Development Program certainly offers us opportunities which we have so far not exploited fully because we are not yet geared to the situation, and because we do not have the necessary facilities and personnel. However, we hope to overcome these difficulties.

This statement was made by a parent representative in New South Wales who, in an attempt to tackle the difficulties she mentioned, organized a meeting in October 1977 of parent representatives on regional in-service committees in the State. The representatives reported on their regional involvement.

> In general all representatives expressed some degree of satisfaction; most have had more than one course approved either during this year, or for next. Some parent reps serve on the sub-committees which approve courses; all find that the committees are receptive to their views. Problems mentioned were related to the way in which parent participants are treated differently to teacher participants, in relation to selection, to payment of expenses, and use of resources.

Other subjects that were discussed at the meeting were the different types of courses in which parents could be involved; a proposed parents resource centre; ways of explaining to parents the benefits of in-service education for teachers which justifies absence from the classroom; and a plan for parents to attend courses for in-service organizers and then to be used in the regions as part-time employees 'to activate groups, to help course organizers prepare proposals, find resources, etc.'.

In 1976 the State Development Committee in New South Wales published a brochure on in-service projects for parents and community groups, which explained the principle and procedures of parent involvement in the Development Program, and suggested the types of activities that would be appropriate for parent involvement under four headings - (i) general curriculum, how teachers are trained, (ii) special training courses for groups and individuals actively working in schools, e.g. management of the school library, clerical procedures, how parents and teachers can work together to help children, (iii) workshops, e.g. management of hobby clubs, production of resources, (iv) conferences and seminars, e.g. joint meetings of parent and community groups representing different levels of the educational system to facilitate transition, discussion groups designed to support schools.

In Tasmania, the State Development Committee has supported the publication of a monthly magazine, *Parent*, which has two main stated functions - to give background information that could help parents participate more effectively in school meetings and school life generally; and to offer a channel of communication for parents and parent groups, and a forum for parent opinion about education.

A group of three parents and three principals was funded by the State Development Committee to visit South Australia to look at community involvement in schools. A report was published which gave a summary of the visit, and made a prognosis of what could be done in Tasmanian schools.

The full-time in-service adviser for parents in Victoria has made a great impact on the local in-service scene. She has visited schools in all regions to speak to parent and teacher groups; attended meetings of education centre directors, teachers centre officers, and teacher education officers; served on VISEC's Program Initiatives sub-committee; and built up a collection of resource materials to support activities on home/school relations. She found that all regional committees were very supportive of parent-initiated programs. In Term 3, 1977 she organized two three-day training programs for district parent representatives (50 participants in all), who, as a result of the program will 'accept responsibility in a limited geographical area as a focus providing information to individual schools on resources, organization of parent in-service activities and home/school relations'.

12 - DEVELOPMENT OF LONGER COURSES

Over the 1975-76 period all State development committees gave considerable time and attention to the working out of a policy on long-term courses. The impetus for this came from the Schools Commission *Report for the Triennium 1976-78* which opened up the possibility of funding courses for accreditation, and in-depth courses of 1-6 months, with a special allocation of replacement funds for courses of more than two weeks.

By 1976 all State development committees were supporting these types of courses. The longer courses for accreditation were mainly in special education and library areas, courses that were already in existence at tertiary institutions. Until 1977 the only courses of more than a month specially created for the Development Program were the 8- and 12-weeks courses in Queensland. Now new courses of 5-6 and 16 weeks are being offered in Queensland, New South Wales, and Victoria.

A problem inherent in relying on tertiary institutions for the provision of longer courses is that they tend to encourage a theoretical emphasis which is often remote from the interests and concerns of most classroom teachers. On the other hand, it is mainly in tertiary institutions that the expertise is found which will provide the leadership required in courses of this length.

> Longer courses tend to be a hotch-potch, and not part of any coherent educational philosophy and practice worked out in relation to the Development Program. (Executive Officer, Victorian region)

This need not happen - the Central Metropolitan regional committee in New South Wales, for example, contains a member of staff from Alexander Mackie College of Advanced Education and courses have been developed at the College which specifically meet the needs of teachers in the area.

One Victorian State committee member raised the issue of control of content of longer courses. Support is often given by development committees to long courses that have been operating for some years - committees cannot ask for modifications to be made as they can with the shorter courses that come to them for approval.

In most States, longer courses have been the responsibility of the central committee, and participants have come from all over the State. The regional committees in these States are in agreement with this policy as they feel that they lack both manpower and money to conduct courses of more than a few days.

The problem of rapid staff turnover in country regions discourages committees from expending funds in this way. New South Wales and Queensland are the only States which have encouraged development of longer courses in the regions. Regions in all States try to incorporate the longer-course concept of a sustained in-depth approach in weekend residential courses or in courses comprising a series of meetings (usually half to one day) at regular intervals.

Increasing emphasis is being placed on the serial course, both of the type just mentioned, and the type now made possible by a more flexible interpretation of the definition of a longer course - the two weeks need not be sequential but can be broken into, for example, a block of five days with follow-up sessions of two days at monthly intervals. This alternative has elicited a positive response from organizers and participants. Its advantages are that it allows for detailed study of a topic or development of ideas, which can then be thought about or implemented in the classroom and further refined or expanded at later meetings. It is easier to cope with the problem of teacher release where shorter periods of time are involved.

State Implementation

New South Wales. The number of applications for longer courses increased dramatically in 1977. Centrally organized migrant education courses of 2-4 weeks, and courses of ten days for four levels of administration have been running successfully for some time. Regional committees are invited to submit applications for long courses to the central committee in order of priority, and one course is supported in each region. Most courses are subject oriented, and focus on curriculum development or professional renewal. Two current examples are a 2-week course to develop resource teacher-leaders in the primary reading area, and a 5-week course in primary mathematics for teachers who will then be used for advisory and in-service work.

Queensland. The focus of the Development Program in this State has been on longer courses, which have been centrally initiated and regionally administered. Professional development courses are available for secondary teachers for periods of 3-16 weeks in which participants are able to pursue their own interests in individualized programs. Since 1975, primary teachers in one metropolitan and three country regions have been offered 12-weeks courses three times a year, which involve curriculum study and personal development. As an intermediary step in shifting the focus from outside courses to school-based development, some 5-week courses have now been introduced to give primary teachers the opportunity to increase their knowledge and expertise in a subject area, in order to assist in curriculum and professional development at the school level. This has been done with the co-operation of district inspectors, school principals, and local teachers centres. Development Program funds also support year-long graduate courses in a number of colleges of advanced education.

South Australia. All long-term replacement funds are used for special education and library courses, and for release-time scholarships. These scholarships can now be taken up by non-government teachers, and Catholic teachers in particular are undertaking programs, usually of a term's duration at a college of advanced education. In general the approach in these courses is not subject-based, but is aimed at developing resource persons in schools with professional skills necessary to meet the needs of the students and assist other members of staff. There were also 16 shorter courses in 1976, mostly of the serial type (e.g. 10 x 1 day).

Tasmania. The Centre for Continuing Education of Teachers (CCET) has offered courses for accreditation since 1972, under the supervision of co-operating bodies of the Tasmanian College of Advanced Education, the Education Department and the University of Tasmania. Some support is provided from Schools Commission development funds, and courses are available to teachers from all systems. The aim of the Centre is 'to meet the needs of the mature student undertaking further or higher education, and it seeks to act as a focus for research and a forum for discussion of educational issues'. The courses encompass a wide range of topics including subject areas, school management, sociology, school and classroom-based curriculum development.

144

Victoria. Special education and library courses have been supported for the last two years and, in 1976, 17 courses of about two weeks duration were funded. This year two 6-week courses, in remedial education and music, have been initiated by Primary Schools Division personnel working with inter-system committees, and these will be repeated during the year.

Western Australia. The committee has had difficulty in spending replacement funds, other than for courses in special education. Reasons given for this were that two weeks was felt to be too long for teachers to be out of their classrooms, that relief staff were difficult to find, and that it was hard for organizers to fill the two weeks with enough to keep teachers interested. In 1976 nine courses of about two weeks duration were funded. The new Planning Committee has supported some courses in 1977 with more flexible timing, such as an 8 + 3-day curriculum process course.

In general, responses from committees acknowledge the need for the development of longer courses. 'There is a place for the 2-3 day seminar for stimulation and exchange of ideas but, for change in the classroom, longer courses are needed.' (regional committee, Tasmania). Some non-government representatives expressed qualified approval. They supported the principle but would have preferred courses in vacation time, which would avoid problems of replacement. Although replacement funds were available, they were not always used for this purpose, or were used only for the 3-12 month courses, not the 2-6 week courses.

Teacher opinion on the matter varied. In Tasmania, it was reported that teachers were not convinced about the need for longer courses if it meant leaving their students (CCET courses are held out of school hours), while in Western Australia teachers were thought to be dissatisfied with short courses. The teacher representatives on the New South Wales central committee felt that long courses were not wanted by teachers in that State because they did not fulfil their needs as they tended to be tertiary oriented and against grass-roots philosophy.

Teacher Responses

Teachers' opinions of longer courses are polarized. Those teachers who have participated in the longer courses sponsored by the Schools Commission (a small percentage of the total teacher population) tend to support the concept, while those without such experience tend to dislike the idea. This trend emerged clearly both in discussions with teacher groups and from questionnaires. The 86 teachers who responded to a questionnaire on their school-based activity rated long courses seventh on a list of nine in-service strategies. Only eight of these teachers had been involved in long courses. In response to this emphasis, respondents to the Victorian questionnaire made almost twice as many negative as positive comments. Some teachers did not know that such courses were available to them; others thought them unnecessary and a waste of time. Many teachers felt that the problems involved in participation in long courses would outweigh the benefits. The hindering factors mentioned were family commitments, replacement difficulties, disruption to class and school. Yet the teachers who have actually taken part in long courses in Victoria (and other States) maximize the benefits and minimize the difficulties.

Teachers who have had experience of longer courses sponsored by the Development Program speak very positively of their benefits. They appreciate the opportunity to do some in-depth and continuous work in an area that is of interest to them and relevant to their present or future school situation. On their return to school, most of these teachers find themselves more confident and able to implement change, and sometimes give assistance to other teachers.

DISCUSSION

1977 was the year in which the section of the Development Program devoted to longer courses began to develop an identity. Until then, development committees (with the exception of Queensland) had seemingly lacked the time and the confidence to create something new, and did little more than transfer some funds to support established courses in tertiary institutions. However, in 1977, new types of courses started to emerge that were original in concept and more in harmony with Schools Commission principles. These courses tended to be of two to six weeks' duration, practical in orientation, employing a variety of approaches and the active involvement of participants. Queensland had pioneered this type of course several years previously (although there it had been of longer duration), and led the way for other States. New South Wales, which had not achieved its target in this area in 1976, had more submissions than it could cope with from the regions in 1977. Western Australia hopes to expand further its offering of longer courses in 1978 - a member of the central committee has visited or written to all tertiary institutions explaining the potential of the Development Program for this purpose, seeking commitment from tertiary personnel to organize two-week courses. The Tasmanian State committee attempted to establish a stronger link between the Development Program and the highly successful CCET courses. A ten-day infant refresher course in the Development Program had been very popular in 1976, as had a CCET early childhood education (ECE) course held once a week after school over a nine-month period. Hoping to break new and potentially fertile ground, the State committee suggested in the *Ideas* booklet that -

> It may be possible during 1977 to offer a Bridging Course, a refresher course as a prelude to and part of the ECE program. This would allow teachers to enrich and extend their study of infant education gained from a ten-day school-time course, to pursue their studies by continuing in the ECE program after school hours and eventually to be eligible for recognition or credit towards increased status if they so wished.

The idea seemed good, the committee (which included the co-ordinator from CCET) was enthusiastic, but teacher response was abysmal, and nobody could quite understand why. There has been no time to investigate the possible reasons underlying the lack of response, and the idea has been shelved. It is to be hoped that the abandonment will not be permanent, for the concept was an interesting one and in line with Schools Commission thinking, as expressed in the 1975 report.

> There is at present an undesirably rigid distinction between, on the one hand, courses which are regarded as improving formal qualifications and, therefore, increasing prospects of higher salary and status, and on the other hand, the majority of in-service activities which receive no reward. Present policies give insufficient recognition to those who voluntarily develop their professional competence. One possibility which could be explored is the use of a system by which points could be allocated for activities voluntarily undertaken.

There are individuals in all States who support this idea, and perhaps further experimentation may occur if interest is sustained and fostered. The courses may be self-contained, with credit for promotional purposes, or modular courses which could give exemption from parts of orthodox full-time study courses, or even an adaptation of the open university concept (for instance, building upon the highly successful 5UV courses in South Australia).

It would be necessary and desirable for an extensive amount of investigation and discussion to take place with tertiary personnel who have an expertise which could be particularly valuable in programs such as these, as has already been proven in the Queensland experience. It would be equally as important to discuss proposals with a large range of teachers, as the potential participants, to avoid the type of collapse that happened in Tasmania.

13 - PROVISION FOR NEEDS OF SPECIFIC GROUPS

TEACHERS OF MIGRANTS AND ABORIGINES

Committee Responses

Most committees had little to offer to either of these groups of teachers, for two reasons: (1) small or non-existent population of migrants or Aborigines, (2) satisfactory provision made from other sources - such as Aboriginal Education, Migrant Education, Special Education, Disadvantaged Program, Catholic Education Office.

An exception to the rule is the Victorian State committee, which has appointed sub-committees to advise on policy matters and recommend proposed activities in their respective fields. Money was allocated by the central committee for the development of longer courses in migrant education, but no submissions have been received. One committee member felt that more would be done in the area if conflicting pressure groups could resolve their differences. Migrant education was also a cause for dispute in New South Wales. The Catholic Education Office felt that its needs in the area were different from those of government schools, and that this was a case where the inter-system principle could not apply.

Regional committees in country areas of New South Wales, and some in Western Australia, are providing local and regional courses specifically for teachers of Aborigines.

> It is recognized that short courses cannot solve a great problem, but teachers do claim the courses help them in their assessment of Aboriginal needs. (country regional committee, New South Wales)

The Victorian Aboriginal education sub-committee has representatives from Catholic and government systems, and from the Aboriginal community. One program recently funded involved the establishment of a workshop where Aborigines could be trained in a variety of practical skills, receive some leadership training, and sell goods produced to the public.

TEACHERS OF CHILDREN WITH LEARNING DIFFICULTIES

Committee Responses

Again Special Education branches assume responsibility for providing in-service courses for these teachers, and therefore development committees have not formulated policies covering this specific group. There is a large number of centrally organized courses, and some regionally organized courses that would come under the heading 'learning difficulties', particularly in remedial reading and mathematics. This is also an area in which visiting consultants and advisers provide help for teachers.

YOUNG TEACHERS

Committee Responses

In recent years, a great deal of discussion centring around the beginning teacher has engaged the attention of people concerned with both pre-service and in-service training - how best to supplement the former and establish a pattern of continuity between the two. An increasing number of in-service courses has been funded by central and, more recently, regional committees. In South Australia, where there has been a long-standing tradition of in-service provision for young teachers, the Development Committee approved 45 courses for beginning teachers in 1976. The New South Wales State Development Committee has encouraged each regional office and its inspectorate to provide general induction courses for all first-year teachers. Teachers centres in a number of regions have offered courses and assistance to young teachers. Such assistance also falls within the ambit of consultants or advisers' activities - in Hobart, for instance, there are four advisers whose sole function is to look after first-year teachers.

Some courses were large-scale one-day affairs, some residential, some regular discussion sessions, and others took the form of initial seminars with follow-up sessions. One particularly noteworthy variation was the University of Adelaide's series of radio broadcasts for primary and secondary beginning teachers, also available on tape. The first series for primary teachers attracted over 600 enrolments, including some from New South Wales, the Australian Capital Territory, and Tasmania. They were found to be especially valuable when, as suggested by the commentator, school principals brought staff together to discuss issues raised in the program.

A number of government, non-government, and parent representatives on State committees in Victoria, Western Australia, and Tasmania felt that the provision of courses was not a satisfactory solution to the beginning teacher problem. They believed that these teachers were the responsibility of the school, and that assistance given should be in the context of the teacher's classroom. One teacher representative remarked that

> band-aid courses are not enough - there needs to be a restructuring of the system to give help to the young teacher in the school. A senior teacher should be given a reduced load and act as adviser; first-year teachers should have a half load; and the number of first-year teachers in any school should be limited.

One New South Wales region is conducting four courses for senior teachers in primary and secondary schools to enable them to help beginning teachers. A country region in that State has instituted a course in the last week of the long vacation for teachers new to the region (60 in 1977), to enable them to orient themselves to the particular demands of teaching in that region. In a Victorian region, secondary consultants who have previously conducted successful one-day courses for first-year teachers plan to have a convenor appointed in each school to develop, with the consultant's assistance where needed, an on-going program to help the young teachers.

Teacher Responses

Teachers in South Australia remarked on the value of the radio broadcasts for beginning teachers, particularly when the broadcasts were followed by staff discussion and when tapes of the broadcasts were kept at the school for teacher reference.

Another State that attempted to provide help for all first-year teachers was New South Wales. This was regarded by some teachers as good deployment of funds, although some concern was expressed about what appeared to be the heavy hand of the Department, and there was dispute about the most

149

appropriate way of providing help for young teachers. However, it was seen as important to have help clearly available.

It was remarked by several young teachers that the most valuable part of the courses they had attended was the opportunity provided to talk to other teachers in similar situations with similar problems.

> The main thing we got out of the conference was that we found out that there were other first-year teachers who felt exactly the same as we did - terrified!

Other aspects of courses that were appreciated were workshop situations and observation of other teachers. Although region or area familiarization courses should necessarily be held early in the school year, young teachers felt that other sorts of courses (such as workshops) were more useful if held in second term - 'when I am readier to receive that kind of information'.

Teachers centres are giving useful help to young teachers, by providing courses (often in response to requests from teachers) and by serving as a base and referral point outside the school.

> A number of the young teachers have used the new education centre as something to hang on to - using the facilities, having someone to talk to.

In one Victorian metropolitan region (which would be typical of a number of other localities and States), the District Education Committee arranges informal meetings for young teachers once a month. They have had a wine and cheese night, reading seminars, mathematics seminars, and discussion of individual problems. All correspondence about these evenings is sent directly to the teachers.

Many teachers mentioned that young teachers did or should receive help within the school. Sometimes the help was a vague 'keeping an eye on them', but there were instances of more specific action being taken, such as the school where two senior teachers had lunch once a week with the first-year teachers, when problems were discussed and advice and reassurance given. Another school, which in previous years always had requests from young teachers to attend outside courses, attributed the lack of requests in the current year to the fact that the school had switched to a mini-school structure, where the small groups were working as strong units and taking care of their own new teachers.

ISOLATED TEACHERS

Committee Responses

There are isolated teachers in every State, although the problem is not as acute in the smaller States.

The isolated teachers in Tasmania are those on the islands. Their travel expenses are automatically funded, and they are flown to Launceston at least once a year to attend a seminar. Their visits include an additional day to look at resources, visit schools, and talk to teachers.

Air fares are readily available to teachers in outlying areas of Queensland and Western Australia to enable them to attend courses. Special courses, locally organized, are held for teachers in one, two, or three-teacher schools.

The Western Australian central committee funded courses in three country centres for School of the Air teachers and children. Periodic visits are made to isolated schools by consultants, advisers, and education officers from the Education Department and the Catholic Education Office. These people are funded by their respective systems, although some consultants, as in Victoria, are given contributions towards travel and accommodation expenses by development committees. Regional allocations in Victoria, determined by the central committee, take into account the number of young and isolated teachers in each region.

In some country areas the regional committee has encouraged the development of sub-regional committees to cater more efficiently for local needs. In Queensland country districts, mutual aid groups have functioned for many years. Principals and some staff meet 'to plan work, to prepare teaching aids, to exchange ideas, and to gain professional and social alleviation of their isolation'.

In general, State committee members in the larger States acknowledge that isolation creates enormous problems that they have not yet been able to solve adequately. The communication problem is acutely relevant here -

> remote teachers and parents are not aware of the opportunities available to them in the Development Program. (country regional committee, South Australia)

An interesting innovation in New South Wales involves the use of media vans. Two vans have been purchased by the State committee and given trials in outer metropolitan areas. They have two main functions, audio-visual training and curriculum development. The committee hopes to station six vans permanently in country regions. In Queensland an art caravan, funded by the Innovations Program, is being used to help teachers in isolated areas. The State Development Committee is hoping to fund a mobile media railway van in 1978. Development Program funds in Western Australia have been used to equip three resource caravans, which are based at three country centres and rostered to outlying schools for periods of one to two weeks.

Teacher Responses

Very often the isolated teachers are also young teachers, so their difficulties are compounded. A French teacher, straight out of college, was sent to a country school and told, 'You are the French teacher - here is a book - go to it'. She had not seen the book before and felt totally inadequate. Her salvation was an in-service course in the subject which 'gave me a chance to talk to other teachers and learn about the subject and ways of teaching it'.

Wattle Park Teachers Centre in Adelaide runs practical workshops on Saturdays for beginning country teachers. Equipment and displays are set up, and consultants are there to provide assistance.

Teachers from outlying areas often come to the central country town in a region to attend courses. When the writer was in one country town a course was in progress, aimed at secondary teachers in primary schools, and only one teacher in the wide-ranging region was unable to attend - a better response than is often achieved at local metropolitan courses.

In the Victorian questionnaire survey, country teachers felt far more strongly than metropolitan teachers that the regionalization emphasis of the Schools Commission Program had been successfully implemented.

ADMINISTRATORS

Committee Responses

In Western Australia and Tasmania there has been limited provision for administrators in the Development Program. Some committee members in these States feel that more courses are needed - 'Principals are poorly trained in administration. They need help but don't want it'. A member of the Western Australian committee reported that 'most of our effort seems to have been aimed at including principals in the Program so that they will not frustrate the efforts of enthusiastic staff'.

The first course offered by a Western Australian country regional committee was a 3-day residential course on staff development for principals of primary and secondary schools in the region, both government and non-government. Only two principals in the region did not attend. The feedback from the course was very positive, and it proved a useful and stimulating way to begin the Development Program in the region. Plenty of courses on school administration were available in the other States - for instance, there were 44 courses offered in South Australia in 1976. Many courses were centrally organized, and mostly for principals. Several committee members suggested that more middle-level management courses (for senior teachers and subject co-ordinators) should be initiated.

In Queensland, course organization is mainly system-based. In New South Wales, executive development/management courses, originally planned for government school administrators, have now been opened up to non-government people. These courses have been very well received, although there has been little involvement of independent school personnel, perhaps because there is no set promotion in these schools.

The Institute for Educational Administration has been recently established in Victoria, with committee representation from each system, tertiary institutions, and a parent group. It will cater for personnel at different levels of administration in schools. Funding comes from the Victorian Treasury.

GROUPS WITH NEEDS NOT MET

Committee Responses

Most committee members could not identify any groups whose needs were not being met, or admitted they had no way of knowing if such groups existed. Some members felt confident that consultants, education officers, and inspectors kept them well informed about teacher needs, so that if there were no applications from a particular group there was no felt need.

Members who did respond to this question (the highest response was from country regional committees) did so mainly in terms of the groups already identified in earlier questions - these were young teachers (Queensland, Western Australia), isolated teachers (Queensland, Western Australia), teachers of migrants (South Australia, Western Australia), parents (Western Australia, South Australia, New South Wales), and school administrators (South Australia, Queensland). Two other groups mentioned several times as being in need of help were in-service educators, and more experienced teachers - 'teachers with 7+ years experience who are settled in a clever rut' (State Committee, Victoria).

There was some concern expressed about the difficulty of reaching individuals who could not articulate their needs or were unfamiliar with the mechanisms available for receiving assistance.

Teacher Responses

Two groups that were mentioned as not taking advantage of the Development Program were country district subject associations ('They should be making use of in-service funds to organize local conferences, instead of just applying for members to attend national or State conferences') and the untapped middle range in age and teaching ability ('You get sick of seeing the same old enthusiastic faces, the same old elite group at in-service conferences').

An impassioned plea was made by one primary teacher in Tasmania.

> I think there is a particular need for longer courses for people like me, who were trained a long time ago, in the late 40s. I've been teaching most of that time, and I've been going to seminars with a good will even before these things were funded. I don't really feel inclined now to do additional qualificatory courses after school (because I'm too tired) which are the only longer courses available to me. There hasn't been a day-time course developed that was long enough to re-educate me, and I feel I'm running off and snatching at a snippet of maths this time, language development next time, then try to find a new approach to reading. It's not satisfactory - you battle on, knowing you're very much out of touch. And there are thousands like me.

DISCUSSION

The specific groups identified by the Schools Commission as being in particular need of in-service assistance are mostly being catered for by the Development Program or other allied programs. Committees are aware of these groups, and in some cases take the initiative in arranging courses for them.

Considerable efforts have been made to provide help for young teachers in a variety of ways. These teachers need help as a group and as individuals - as a group they are being helped by the provision of regional courses, and as individuals they are being helped by three growing trends in the development area - (i) more consultants and advisers are being appointed, so that more teachers, both government and non-government, are receiving help in the classroom situation, (ii) teachers centres are becoming recognized as permanent local sources of practical support, in terms of providing equipment, personnel, and a meeting place, (iii) the increasing number of school-based programs take the staff out of the context of daily school life, where a young teacher might flounder unnoticed, to examine general or specific aspects of school operation. While not directly aimed at young teachers such programs may serve to clarify their role in the school, and develop a corporate spirit.

There seems to be adequate in-service provision for administrators, although it is mostly at principal or vice-principal level. More could be provided for other levels of administration, and more attention could be given to the role of the school administrator as in-service facilitator.

In-service help is given to teachers of migrants through various channels. More help of this kind will be needed by classroom teachers if some State education departments continue to indiscriminately impose ceilings on the teaching force and refuse employment to teachers who have received specialized training in migrant education and acquired an expertise so desperately needed in schools.

Some courses for teachers of Aboriginals have been sponsored by regional committees. The Aboriginal education sub-committee of VISEC issued a mid-year report for 1977, which listed some of the activities that had been funded so far that year. They included bridging courses for Aboriginal students entering tertiary institutions, a program for teacher aides, the initiating seminar for 'link men to act as liaison officers in country areas for the improvement of courses for Aboriginal students', and a community seminar involving parents, teacher-aides, and teachers in a country area in a discussion of Aboriginal culture studies.

The aim of the sub-committee was expressed in the report as follows:

> It is believed that the funds made available from VISEC are best used in assisting to develop a level of leadership within the Aboriginal community so that the benefits of such funding will have a multiplier effect as leaders move into the wider Aboriginal community.

The Aboriginal education sub-committee is currently considering two proposals, (i) a seminar for teachers and members of Aboriginal organizations to discover what types of in-service activities are required, to advise on available funding, and to discuss in-service techniques, (ii) the funding of a 'task force of one' to be involved in the planning, preparation, and organization of community seminars in districts with a significant Aboriginal school population. It was thought by the committee that 'such an Aboriginal person would be able to move directly into the present community to discover needs and advise community members of any activity designed to assist them'.

The group about which development committees expressed most concern, as the most difficult to cater for adequately, was the isolated teachers. The problems are obvious - it is difficult to find seminar leaders or lecturers who are willing to travel to remote centres, and it is costly and time consuming to bring teachers to the bigger more accessible centres. Geographical isolation is easily identifiable, but professional isolation tends to be overlooked - a single subject teacher in a high school can feel just as isolated and desperate for help as a teacher in a remote one-teacher school, as was evidenced in the comments of the young French teacher reported earlier in this section.

Although there are uncomfortable gaps in development provision for isolated teachers, effective action has been taken by development committees and educational authorities to alleviate the situation.

The increased number of centrally and regionally-based consultants, particularly in Western Australia and Queensland, means that more isolated teachers are being visited. In 1976, three-quarters of teachers in one-teacher schools in New South Wales had attended at least one in-service activity. The injection of Schools Commission funds has made it possible to support the high travel costs of teachers in remote areas.

It was generally found by development committees that it was often more rewarding to work with isolated teachers than with their metropolitan counterparts, because they were far more receptive and responsive. In a country region in Western Australia - where the regional director had split the development funds between the central town area and three outlying areas - teachers in the central area, with a range of in-service activities and facilities to choose from, were apathetic and disinclined to participate, while teachers in the remote areas, with few resources, became enthusiastically involved in development work and organized some original and useful activities. It was not unusual in the larger States to hear of teachers travelling by car for two days to attend a one-day seminar, and then setting off on the two-day return journey. In Victoria, where isolation is a real problem although not of the same order as in the larger States, the questionnaire survey showed that country teachers attended proportionally more regionally organized in-service activities than metropolitan teachers.

Development committees tended to take a rather complacent attitude towards groups with needs not met - 'We're a response committee. If teachers want programs they'll ask for them'. Even committees who conducted surveys naturally took most notice of the types of courses most frequently requested and planned their program accordingly. They are a little like the commercial television channels which are guided by the ratings and cater exclusively for popular taste - perhaps we need an 'in-service ABC' that is sensitive to the needs of minority groups.

14 - DEVELOPMENT OF MORE EFFECTIVE IN-SERVICE METHODS AND TECHNIQUES

Any discussion of effective methods for teacher development inevitably extends to encompass a number of related issues. The responses described in this chapter cover the following areas:

(i) diversity of program content and method;
(ii) effective methods, both current examples and future plans;
(iii) specific discussion of residential and school-based courses;
(iv) the role of organizers;
(v) the need for follow-up and evaluation of courses.

DIVERSITY

Committee Responses

The increase in money available for teacher development through Schools Commission funding has naturally resulted in a broader range of courses than was previously available. Most development committees have aimed to provide as wide and varied an offering as possible to as many teachers as they can reach. Their role has been to stimulate the demand, cope with the response, and facilitate implementation.

After committees have been in operation for about three years, they have found that their role changes. The members, with some experience of the Program's operation now behind them, want to spend time determining policy and working out priorities. Pressure to adopt this role comes not only from internal sources within the committee, but from external sources - increasing numbers of submissions and budget restrictions make it necessary to formulate clear criteria for acceptance or rejection of submissions.

At this same stage, teachers who have been exposed to in-service education over the three-year period have become more discerning and critical. They do not want more of the same type of course. Having received help in basic areas of need, they are now calling for more intensive approaches.

It is possible to follow the pattern of development in an area from the time a committee is established. One committee in Victoria commented on this changing pattern as observed in its own region. In one sub-region, where the development committee has been operating for only a year, teachers want short, one-day or evening courses dealing with basic 'bread and butter' curricular issues; in another sub-region, where the committee has been operating for three years, teachers want longer, more detailed courses and a variety of different approaches.

Many committee members expressed the opinion that, although in-service courses were no longer solely dominated by the lecture/discussion approach and greater flexibility and variety has been introduced, there was still a long way to go. Diversity had not necessarily meant direction.

> Diversity hasn't been thought through in terms of an overall plan or concept of in-service education. (metropolitan regional committee, New South Wales)

> The Program is probably now too diverse for priorities to be effectively identified and treated. (State committee, Tasmania)

Some committee members felt that the mode of operation of development committees did not encourage experimentation in in-service methods.

> A disadvantage of the present committee structure is that members have limited time and expertise, so it is difficult for them to become acquainted with alternative methods, and therefore we tend to repeat the same programs. (country regional committee, Victoria)
>
> The application form dictates a particular format - those who want to introduce a variation have to justify it, and this has a negative effect on innovatory organizers. (State committee, South Australia)

Another Victorian committee member commented on the limitations of the written application - 'Anything can be made to look good on paper'.

Teacher Responses

There is a general acknowledgement among teachers that development committees provide a service that is essential for all teachers. The responses to Question 11 on the Victorian questionnaire show that teachers believe quite strongly that there is now a greater variety of types of in-service programs available; they also tend to feel that in-service education has become more relevant to the problems they face as teachers (this is particularly true for primary teachers and Catholic teachers); they are less certain that the approaches used within in-service programs have improved. This trend is supported by teacher comments in questionnaires and in discussion groups. Although there were some requests for more topic options, far more attention was given to in-service methods and the need for improvement and diversification in this area. A document published in New South Wales (Meyer , 1976) included a working checklist for in-service courses; this was mentioned as a useful guide.

EFFECTIVE METHODS

Committee Responses

Despite some concern about the implications of Program diversity, committee members were able to point to a number of innovatory and effective methods that had been tried, and others which they felt might be implemented in the future.

Three State committees have appointed sub-committees whose functions include the consideration and initiation of innovatory programs. The Initiatives sub-committee in Victoria and the Planning sub-committee in Western Australia held their first meetings early in 1977; the Innovations sub-committee in New South Wales has been functioning since the beginning of 1976.

Two innovatory projects initiated in New South Wales were media vans and task forces. The media vans have been described in the previous chapter. The task force project has an allocation of $100,000, and will enable groups with specialist skills to help people in schools or teachers centres to improve their professional expertise. The task force applications that have been approved include (i) four teams of three or four people who are experts in the reading skills area - each team works with a school that has requested help; (ii) two secondary school subject masters who are visiting secondary schools to help with the development of school-based curriculum activities; (iii) two librarians who are going to schools to familiarize principals and librarians with the range of resources that are available to libraries.

The New South Wales committee is sponsoring a residential conference, to which each region will send three potential resource people to work on possible ways to develop more effective in-service methods.

The creation of sub-committees to promote innovatory approaches has been a conscious attempt by the three State committees to play a different and more positive role in the Development Program, in addition to their major accepted role as 'response committees' (acting only in response to the requests of others). A number of other State and regional committees have initiated programs without forming special sub-committees, as can be seen in the following examples:

(i) The Tasmanian State committee plans to appoint a British mathematics expert for three years to work half-time in the Tasmanian College of Advanced Education, and half-time in schools and teachers centres.

(ii) A New South Wales regional committee sponsored a British mathematics expert to conduct workshops in schools for a month. The same committee, if it hears of an intersting course in another region, will send a potential resource person to evaluate the approach and then implement it.

(iii) To stimulate potential teacher-organizers, regional committees in Tasmania, Western Australia, and New South Wales, have published and disseminated reports of successful courses to schools.

(iv) To bridge the gap between school activities and the community, a Victorian regional committee plans to organize time-release for teachers to work in industry.

(v) In Queensland the Coorparoo experimental school, which is held in the first week of the long vacation, offers places to participants from all levels. Last year, participants in the school included 250 students from the year levels 8-10, 170 teachers, 30 parents, and 80 school administrators. Mini-school learning environments are set up for each level of participant. Participants are free to attend sessions operating in any mini-school.

(vi) A member of the South Australian State committee is the principal of Raywood In-service Education Centre, and he has helped to organize a range of successful residential courses both before and since the advent of Schools Commission funds.

(vii) Another centre in South Australia, Wattle Park Teachers Centre, receives a grant from the State committee to run Compact courses (one evening a week for four weeks). The grant enables the centre to 'respond with speed to emerging needs, and mount courses at a week's notice'.

When committee members spoke of general trends in their program towards more effective methods, the most frequently mentioned methods were school-based activities, observing or working with teachers in another school, and the practical workshop situation with maximum participant involvement (particularly when the course included time spent back in the classroom to help implement ideas, then a return to the workshop situation for follow-up help).

Some methods were particularly favoured by committee members and they would like to see these playing a more important part in the Program - resource people or teams to give assistance in schools, back-up administrative and technical services, contributions from tertiary institutions to strengthen the link between pre-service and in-service education, summer schools, and the use of teachers centres as the focus of teacher development.

Concern was expressed by a number of committee members that too little attention was paid by in-service educators to the nature and application of adult learning methods.

Teacher Responses

This was the Schools Commission emphasis about which teachers had most to say. They felt both that new methods should be tried, and that currently-used methods should be improved.

A number of teachers, particularly those who were regular course attenders, felt that a turning point had been reached in the Development Program, and there was a need for new directions to be taken.

> Teachers' attitudes have changed over the past four years. At first teachers were very keen to attend seminars - they were valuable at that stage because they were presenting something new and different. Now the novelty has worn off, the teachers are not so keen to attend - you think of all the things you could be doing if you were back at work.
>
> Variety in approach is important. So often you get course leaders who follow the same old pattern - lecture and group discussion. Apart from bandying words about, there is very little else to give the session interest or impact.
>
> In our school we feel that the Centre-based seminars will taper off, or have to take a new direction. In the past four years we've all been to maths and science and literature and so on. Now we feel we can't justify keeping on coming to the same sort of seminar.

In the Victorian and Tasmanian questionnaires, there was a section which asked teachers to rate the potential value to their professional development of eight strategies for carrying out an in-service program. The ranking of strategies was very similar in the two States. Rated very highly were 'school-based activities which examine problems of organization and/or curriculum that face the staff of a particular school' and 'short conferences (1-3 days, mainly lectures and discussion groups)'. The next ranking, still receiving strong support from three-quarters of the respondents, was given to curriculum study/development workshops of 2-5 weeks and classroom-based action research, with consultancy support, centred on individual teaching programs.

The school centred activity was frequently mentioned by teachers from all States as a viable and useful strategy. This strategy was extended to include inter-school visits, which were felt to be extremely valuable.

> Talking to teachers at courses is good, but it is not the same as visiting them in their schools - the latter has a much greater impact, a visual impact that remains with you.
>
> You hear a lot of things and you forget a lot of things until you see someone using a certain method in a classroom and it stays in your mind.

Teachers felt that improved consultancy services (such as the task forces in New South Wales) would help school-based teacher development, although one teacher sounded a warning: 'You must be sure that the task force people really are servicing local needs, not just ego-tripping'.

Teachers still apparently have great faith in the short conference as a useful strategy. It appeared in various guises in the Victorian questionnaire (in sections on strategies, timing, and school-based activities) and always polled well. However,this acceptance of the strategy was not an unquestioning one; it was an acceptance laden with provisos. In order to succeed, a conference must be efficiently organized -

> Too much time is wasted at seminars. They start too late, finish too early, dally over introductions and tea breaks;

both lecturers and participants should be well prepared -

> Beware when the lecturer comes in, tosses his books down and says, 'Well, actually I've been a little bit rushed, but ....'. Better preparation is needed to make seminars worthwhile; reading material, questions or worksheets should be issued, to provide a starting point for seminars so that teachers don't arrive cold.

Courses should be directly relevant to the teaching situation and incorporate the active involvement of participants - many teachers spoke of the value of co-operative curriculum development and of working through a program which they were planning to introduce to their students.

RESIDENTIAL COURSES

Committee Responses

Residential courses and school-based development activities are two approaches that have been mentioned in Schools Commission reports, and have also been the subject of much debate and discussion in committee meetings. For this reason, committee members were asked to respond to these as separate issues.

At the beginning of the Schools Commission Program there was a tremendous wave of enthusiasm for residential courses, engendered no doubt by the success of Raywood, the residential in-service centre that had been operating in South Australia since 1966.

Teachers were delighted that money was available to support this more costly form of development, and a great deal of social and professional interaction resulted. After a year or two, a feeling developed among some teachers, administrators, and members of the public that too much emphasis was being placed on the social aspect in residential courses and that money was being expended unnecessarily on luxurious accommodation and good living. As other types of courses became popular and funding was restricted, the enthusiasm for residential courses waned a little, particularly in the geographically smaller States.

Approval of residential courses was expressed by a number of committee members in Western Australia and New South Wales, and to a lesser extent in Queensland. Phrases such as 'magnificent', 'of immense benefit', 'the best type of in-service', 'well worth the extra expense' were commonly used.

Although more varied opinions were expressed in other States, very few members rejected the concept of residential courses altogether. In several regions there were no residential courses offered, but this was mainly because of budgetary restrictions. Some regions had replaced 3-day residential courses with serial courses (e.g. one day each term).

Many committee members felt the residential situation was clearly appropriate for certain types of courses - those involving human relationships or the intensive study of a skills area.

In South Australia, the home of residential in-service courses, the State committee is requiring justification for residential course submissions, and has issued a set of guidelines for organizers which incorporates a more stringent policy on residential courses:

> While residential conferences will continue to be regarded as an important teacher development activity, residential conferences will normally only be funded where the conference organizers have furnished evidence of clear and detailed planning of their aims, organization and evaluation of the proposed residential conference and its relationship to a total planned, articulated, systematic teacher development program.

An enlightening comment on the effect of the residential emphasis in South Australia was made by a committee member from another State, when outlining the benefits brought to Australian teachers by the Development Program.

> What Schools Commission funding has achieved in other States (i.e. better relations between systems and between teachers and administrators) was already present in South Australia because of residential courses and the feeling that somebody cared enough to provide them.

Teacher Responses

The participants in five residential courses (four school-centred, one regional) in three States were asked if they thought their course could have achieved its objectives as effectively if it had not been residential. Of the 59 respondents, five answered affirmatively, and 54 negatively. The reasons given in support of the residential format fell into roughly the same categories as those of the organizers. The reason most frequently mentioned was that residential courses enabled more to be achieved because of the opportunity to work at a specified task for a concentrated and continuous period of time, free from diversions and interruptions. The two other reasons mentioned were that the residential situation encouraged free expression of thoughts in informal exchanges, leading to an appreciation of participants as people as well as teachers; and that the situation encouraged the development of group feeling and cohesiveness. Participants in the regional course (for music teachers, particularly young ones) reported that the residential format facilitated discussion of problems and experiences with other teachers, helping to counteract professional, not just geographical, isolation, thus renewing confidence and enthusiasm. One young teacher said,

> I have learnt more in one week than in four years of college training.

In the teacher discussion groups organized as part of the general Development Program evaluation, much the same sort of supportive comments were made by teachers who had been to residential courses.

> When you have new staff, they tend to congregate in one part of the staff room, and the old staff elsewhere. If you have a weekend away together, discussing something of common interest, you are forced to mix in together, and it makes for good and easy relationships for the rest of the year. It shows in the school - if teachers are able to communicate it follows that the children benefit. So we have a residential conference at the beginning of every year.
>
> I think that every teacher should have the opportunity to attend a residential conference. It's not just the background information you formally acquire, but what you gain from the development of relationships and the opportunity to interact. You may have argued yourself hoarse all day, and it's lovely to be able to sit down at night and chat over tea - a lot of ideas are exchanged over the tea-table, which is the sort of thing you do lose if you walk out the door at four o'clock.
>
> We never seem to have time to sit down and talk as a staff about all the large and small things that are overlying factors in the school - not just discipline things that come up at staff meetings, but questions such as where are we going, has the philosophy of the school changed? We obtained funding for a residential weekend, attended by more than two thirds of the staff. It was so successful that before we left the motel we booked it again for next year. So many things cropped up, so many feelings emerged - the teachers who didn't come were swamped with so much paper, so many resolutions, so many changes (all the things that we'd been talking about for two years in staff meetings and never been able to resolve), that the non-attenders are all coming to the next one.

Only one or two teachers in the discussion groups reported adversely on residential courses they had attended. They had not liked the group closeness, freedom of expression, and work intensity which resulted from the residential situation.

The teachers in the discussion groups who had not had experience of residential courses tended to be indifferent to the issue - a few expressed support for the idea, more felt that the commitment demanded by residential courses was too much, and that the benefits would not be worth the personal cost.

The responses of the teachers in the Victorian questionnaire survey tended to support the trend of indifference noted in the discussion groups. Teachers were asked to react on a five-point scale to a number of statements about in-service education. For the statement, 'Residential in-service programs are worth the expense', one third of the teachers recorded a 'no opinion' response, a percentage which was triple the average response for that category. Of the remaining respondents, many of them presumably residential course attenders, the majority expressed support for the statement, strongest support coming from Catholic teachers and least support from independent teachers.

Another question asked teachers to rate the potential value of eight strategies on a four-point scale. The first two categories combined were regarded as positive responses, and the last two as negative responses. Although the residential course was not considered as valuable a strategy as most of the others, it still elicited a higher positive than negative response. There was a similar response from teachers in the Tasmanian survey.

A section on school-centred activities in both questionnaires asked participants in six types of activities to rate them on the same four-point scale. Again, the residential conference was low in ranking in both surveys. The Tasmanian teachers recorded more positive than negative responses, but there were more negative than positive responses from Victorian teachers. The Victorian result is puzzling, and inconsistent with other evidence collected from participants at residential school-centred activities, which has been generally supportive of this type of teacher development.

SCHOOL-CENTRED TEACHER DEVELOPMENT

Committee Responses

The Schools Commission *Report for the Triennium 1976-78* stated that 'perhaps the most important single grouping for developmental activities is the total group involved in the work of the school'. This sentiment was echoed in the responses of committee members in all States, from all systems and groups. It was commonly felt that the potential of the school-based approach had not yet been realized, but that it was slowly gathering momentum. Many members were clear and unequivocal about their commitment to the principle.

> I hope that by 1982 most of the work in teacher development will be done in the schools. (State committee, New South Wales)
>
> An effective on-going development program needs to be introduced into every school. To ensure the success of such school-based programs, which should involve all teachers, it may be necessary to re-structure the school day. (State committee, South Australia)
>
> We are committed to school-based curriculum development. Otherwise the regional committee will just replace the central committee as an empire. (country regional committee, Queensland)

The advantages of the school-based approach to teacher development, according to committee members, are that it allows for continuity, follow-up, and support in implementation of new ideas; it can incorporate the involvement of parents and ancillary staff; it helps overcome the problem of the non-attender - peer-group pressure is often the most effective means of influencing teachers and bringing about change.

Support was given to development of staff both within the school environment, where students could be involved, and removed from it in a situation where daily pressures and hierarchical structures were absent. Some members were convinced that the combination of school-staff participants and residential situation produced the best kind of teacher development. It was pointed out that this could be done cheaply - the staff of one Victorian Catholic school went to a teacher's beach house for the weekend, with the staff providing food.

One version of staff development within the school is provided by the Queensland Whole School Withdrawal Program.

> The whole school withdrawal has been described as a protracted staff meeting in which the teachers, having been relieved of teaching responsibilities, can direct their attention to the sociology of the school, the total school community and the role of the school.
>
> The program is usually conducted within the school so that should the need arise the staff are available for consultation and to meet any emergent situations. The teachers are replaced by a team of in-service relieving teachers and the acting principal could well be be the deputy principal of a neighbouring school.
>
> This program is ideally suited to the larger schools in which, because of their size, there is less opportunity for interaction among all staff members.
>
> Two of the most important outcomes have been improving vertical (both up and down) and horizontal communication and staff involvement in the decision-making process within the school. (State committee, Queensland)

A new development, encouraged by committees, is the activity planned and organized by a small group of local schools working together on a common area of interest.

The school-based approach is not without problems. The major obstacle to its successful implementation was thought to be the negative attitude of some school principals.

> Schools need to be re-organized, so that someone is clearly and publicly responsible for the educational leadership of the school, and all that it implies.
>
> The whole question of team-building, and the interpersonal problems aiding or hindering the school's operation, group dynamics, managerial styles, and related issues are areas of need for most principals even though they may not recognize it. (State committee, Queensland)

It was also pointed out that school-based teacher development could lead to an unduly introspective approach, and that it must be part of a spectrum of activities and approaches.

Teacher Responses

Comments made by teachers in discussion groups and questionnaires indicated very strong support for the concept of school-centred teacher development. Teachers who had taken part in development activities with other staff members spoke of the positive outcomes of these activities.

> It is the best seminar I've ever been to, because it has meant so much as far as my own classroom situation and my own children are concerned.
>
> It has been a tangible influence on the school - things that have never been done before are now being attempted.
>
> It has changed my whole approach to teaching.
>
> It provided great motivation for the staff to get together later to work through the practical application of decisions made at the conference.

A number of the staff conferences described by teachers had been residential. In most cases this was regarded as an additional advantage because it increased communication and understanding across levels and subjects, and helped individual teachers to appreciate the way the school functioned as a viable unit.

> It's not just the information you formally acquire, but what you gain from the development of relationships and the opportunity to interact with other members of staff.
>
> Until you have a staff seminar like this you tend to become too wrapped up in your own classroom and kids and you don't think of the school as an entity and you as part of it.

The trend towards school-centred teacher development is apparent in non-funded as well as funded activities. Teachers spoke of the introduction in their schools (mostly within the last 12 to 18 months) of development activities that did not need money to operate successfully. Strategies employed included early school closure, regular evening meetings, reorganization of the timetable to enable teachers in the same subject areas or levels to have time off together for meeting and discussion. Some long-standing procedures, such as meeting the day before school starts, had changed in nature from an administrative to a developmental orientation.

In both the Victorian and Tasmanian questionnaire surveys, two-thirds of the respondents had participated in some form of school-centred development activity. The types of activity rated most highly were 'short meetings (lunch time or after school) held at regular intervals to discuss particular topics', 'whole day/s activity for staff held at school or other venue', and 'interchange with or visits to other schools'. The last type, inter-school visits, was ranked first by Tasmanian teachers (inter-school visits are a feature of the Development Program in Tasmania), and third by Victorian teachers.

An advantage of school-centred staff development, according to one teacher, was that

> it is a shared experience in which the hierarchy disappears and we're all learning together, even the principal.

It was evident, from what teachers said, that the effectiveness of a school-based activity depended to a large extent on the attitude and actions of the principal. A democratic approach was highly desirable, to enable members of staff to participate in planning and implementation. Several instances were quoted of staff activities that had not succeeded because the topic and format, selected by the principal, were felt to be irrelevant or inappropriate by the staff.

FOLLOW-UP

Committee Responses

Although the research literature emphasizes the importance of follow-up and evaluation of in-service activities, relatively little has been attempted in an organized way by development committees in Australia.

The importance of following up a course is generally acknowledged -

> Follow-up is necessary to bring about change in teacher behaviour, which is what in-service is all about. (State committee, Western Australia)

but the next step is rarely taken -

> Follow-up is more a pious hope than a reality. (State committee, Tasmania)

The probable reason for inaction in this area emerged from committee responses - it was not at all clear whose task it was to assume the responsibility. Committees are too busy coping with initial applications, organizers have too many other demands on their time, and participants returning from a course immediately become immersed in the school situation. There is little rationalization on a State basis of the role of teachers centres (except in Tasmania), which have resources for follow-up but cannot supply them unless asked. When teachers centres are integrated into the regional operation of the Development Program, committees speak highly of their role in providing continuity and support for courses. The role of consultants also needs rationalization and co-ordination within the framework of the Development Program - several instances were quoted of consultants (or advisers/education officers) ensuring continuity and implementation by organizing a program in response to teacher requests, and subsequently visiting participants in their school to get feedback on the course and to give follow-up assistance.

Lack of funding flexibility can mean that follow-up activities are impossible to implement unless built into the original submission. Specifications of follow-up activities are now asked for in South Australian submissions for residential conferences (including those for school staffs). In Tasmania, feedback forms filled in at the conclusion of a course contain a section on required follow-up activities which can be, and often are, taken up in regional areas. It is easier to accomplish this in Tasmania, where the Development Program is incorporated into the activities of the teachers centres.

School-based activities and serial courses were identified by committee members as two types of courses which ensured, or at least made possible, some provision for follow-up and continuity.

Teacher Responses

Teachers did not express much interest in the problem of evaluation of development activities, but they had a great deal to say about the need for follow-up to in-service courses. They identified three types of follow-up: reinforcement of the original course message through additional assistance, implementation of newly acquired ideas or skills in the school situation, and feedback of information to other members of staff from a teacher who had attended a course.

Reinforcement. The Tasmanian questionnaire survey results show how little follow-up assistance was provided after seminars, in contrast to the strong desire expressed by teachers for such assistance. The types of follow-up most desired by participants were visits to schools to see ideas in action, and discussion with other participants on problems encountered in the implementation of seminar ideas. When follow-up help was given, it was mainly in the form of access to consultants, or a written summary of the seminar - but both of these forms were low on the list of participant preferences.

Teachers from all States, who replied to a questionnaire on school-centred development activities, were also asked if there had been any follow-up to the activity. An overwhelming 80 per cent replied in the affirmative, which points to an inbuilt advantage of this type of activity - the situation makes it so much easier to maintain interest, continue development, and follow through decisions made during the activity. The two most frequently mentioned forms of follow-up experienced were the formation of groups or the arrangement of regular meetings for continued discussion, development, and planning, and the implementation of organizational decisions made or units of curriculum developed during the conference.

Other courses mentioned by teachers as providing better follow-up opportunities were those of the serial type, with meetings of participants at regular intervals. These courses allowed teachers to try out ideas in their classrooms between sessions and return to the course for further help, discussion, and development.

Country areas make it particularly difficult to organize effective follow-up to courses. Teachers in one such area found their own solution - they took it in turns to go to the local education centre and to contact all the schools in the region which had sent participants to a particular course to see if the teachers concerned had implemented the ideas from the conference or instituted new developments.

Implementation. This aspect of follow-up to a course was felt by teachers to be the most difficult for them to cope with successfully, particularly when only one member of the staff had attended a course. It takes considerable confidence and determination to persist with an attempt to implement a new method, idea, or program in the face of obstacles such as lack of time and facilities, and resistance from staff and school administration.

> At the Centre seminars, you can fire people with enthusiasm; then you send them back to the cold blast of the staff room and it all fizzles. It's very hard for that one person to carry the entire staff along, particularly if they are young or less experienced.
>
> If you learn something innovatory that you want to implement, it can be knocked on the head by the boss. I went to a course, and as a

> result I wanted to introduce a program incorporating social science. The principal refused because the school was being evaluated that year and he didn't want any changes. I kept coming back to him, and said, 'What's the use of sending me to a residential course to learn something if I can't try it out?' So he finally gave in.

A number of teachers suggested that the situation would be eased if a team of teachers rather than an individual was sent from a school to an in-service conference. This would provide a source of support and understanding for a teacher wanting to follow through a development activity. Even with this support, implementation does not always occur - a pre-condition of a human sexuality course was that five teachers from a school should attend in order to facilitate implementation of the program. In one school, implementation had not occurred because the three remaining team members (the fourth had left, the fifth preferred working alone) were floundering for lack of leadership. This was a situation where an additional in-service day, or a visit to the school by a course leader, would have provided the necessary impetus to get the program under way.

As was mentioned in the previous section, Reinforcement, school-based development activities are more likely by their nature to ensure that implementation takes place. Plans tend to be more realistic and relevant, and teachers more committed and confident.

> It's not just you alone, and you don't feel as though you're out on a limb - you can try things and feel supported - it doesn't matter if you fail.

Feedback. Many schools encourage teachers to give verbal reports to the staff about in-service courses attended, and this is seen by development committees as a useful means of dissemination of information about the Development Program. In some cases this works reasonably well, particularly in primary schools and with a more senior teacher who can stimulate discussion. Secondary schools do not always have the organizational structures to allow a feedback mechanism to function; some teachers find it difficult to communicate in this way, and feel uncomfortable giving reports; many courses (particularly those with active participant involvement in practical activities) do not translate well - 'There is no way you can relay the benefit of this sort of experience, because the benefit is in the doing'.

An art association in Tasmania has used the feedback/dissemination technique in a way that has proved effective. The association decided that at each association meeting a recently held art seminar would be discussed. A summary of the seminar would be included in a newsletter prior to the meeting. Association members who had attended the seminar led the discussion, elicited further points, and took responsibility for any follow-up that needed to be done.

A teacher in Queensland reported that in her school one teacher was given the responsibility for keeping a file containing details of all courses attended by staff, so that teachers could refer to it when in need of help in a particular area, and talk to the appropriate staff member.

EVALUATION

Committee Responses

The issue of course evaluation evoked responses from committees that were similar to their responses about course follow-up - evaluation was 'very important' and 'essential', but little was done to ensure that evaluation took place or, if it did, that it was put to a useful purpose.

New South Wales was the only State to attempt evaluation on an annual State-wide basis. The State committee has a planning and evaluation sub-committee which, in concert with regional committee chairmen, sets annual Program objectives and monitors their achievement. These objectives, delineated in detail, included increasing course attendance, providing resource personnel, promoting school-based activities, fostering innovation, examining communication networks, and involving parents and community. In one region, for example, the 1977 Program emphases are based on the results of an evaluation form sent to all schools in the region, containing the following questions:

(i) To what extent has in-service met the needs of your school in assisting teachers to implement your school policy?

(ii) Have there been any types of activity which have been more successful than others?

(iii) Are there areas of present need where in-service has not been of assistance?

(iv) How could the school best be served by in-service in 1977?

(v) To what extent has in-service contributed to the professional growth of teachers?

(vi) Courses considered unsuccessful;

(vii) What do you see as possible alternatives to the present in-service program?

At the level of evaluation of individual courses, Tasmania, with its feedback forms was the only example of a State-wide attempt to meet this requirement. Although organizers have access to these forms, nothing systematic was done with the information they contain.

The Victorian State committee took an innovative step in 1974 when it appointed an independent research group for a two-year period to evaluate the Victorian Program. Five evaluation reports were published and distributed interstate and to all regional committees in Victoria (VISEEP, 1974-1976).

In the regions, over half the committees that responded did nothing in the evaluation area. In regions where course evaluation sheets were collected (some from organizers only, which reduces evaluative objectivity) there was often no time or personnel available to process them.

Some regions in New South Wales and Queensland presented evaluation summaries for committee consideration. Two Western Australian regions circulated extracts from evaluation reports to schools, and another region plans to record activities on videotape to be used for evaluative purposes, and to circulate examples of successful programs around the regions.

A member of the Tasmanian State committee felt that summative evaluation was a waste of time. He proposed that independent participant observers be appointed to undertake formative course evaluation, 'to monitor formal and informal interactions, and to interject when necessary for on-going retrieval of the program'.

ORGANIZERS

Committee Responses

Any discussion with committee members of effective in-service methods inevitably included some reference to those who take responsibility for running development activities - the course organizers, regarded by many as the major determinant of course success.

The question of help for organizers was raised, as was the form this assistance might take. Views differed widely - some felt that intensive training was necessary, particularly for teachers whose professional background did not equip them with the requisite skills for program implementation; others felt that the amateur rather than professional approach of teacher-organizers was an asset.

The Initiatives sub-committee of the Victorian State committee plans to mount a course for organizers. A few courses have already been held in Victoria, and a large-scale conference for in-service educators which was held in Queensland in 1975 attracted participants from interstate.

The New South Wales State committee had planned a central course for organizers which may then be repeated in the regions.

It was suggested by one committee member that the Schools Commission should take the responsibility for initiating courses for organizers.

Systems help is often available to teacher-organizers, through consultants and advisers in education department branches, Catholic Education Offices, and independent schools associations. Some education officers in South Australia and Victoria were reported to be giving assistance with program preparation to teacher-organizers when it could be fitted in with their other duties.

In South Australia, the principal of Raywood was frequently referred to as an invaluable source of help to organizers. He and the principal of Wattle Park Teachers Centre have produced a comprehensive 30-page booklet entitled *Some Ideas for Conference Organizers*, which deals with a range of philosophical and practical issues. Smaller scale leaflets on how to fill in submissions have been issued to organizers by some regional committees in other States.

Two Victorian committee members felt that 'form-filling' was the least of the organizer's problems (or certainly the easiest to solve), and that more emphasis should be placed on identifying and developing the qualities and skills needed by the organizers of an effective program.

> Training is needed, not so much in bureaucratic procedures for getting the program going, but in effective techniques for involving participants and in evaluation.

170

> We don't want a 'race' of course organizers and leaders, but people who can ask questions and develop in others the means of finding answers.

Teacher Responses

When teachers spoke of successful courses, it was often the efficiency of the organization and the quality of the leadership that were considered to be major contributing factors. Reference was made to successful seminars which were repeated in another region

> but if the original leader is not available, someone else gets given the job of leading the shadow seminar, and usually it pales in comparison with the original.

Support was expressed for the training of course organizers and leaders, particularly in

> alternative methods of presentation of information.

It was felt that organizers should not have the responsibility for courses thrust upon them because of pressure from teachers or administration -

> one organizer did not know he was responsible for a seminar until the day before, because he had been away when they dobbed him in for it.

Teachers not only voiced disapproval of leaders who were ill-prepared, but also of ego-trippers and faddists who feathered their own nests at the expense of gullible teachers, and of those organizers who merely preserved the status quo and promoted 'the regurgitation of ideas in a closed circuit'.

Teachers who had been course organizers or leaders, as identified in the Victorian questionnaire survey, mentioned four major problems which made an organizer's role difficult - lack of time (so that both school work and private life suffer), general teacher apathy and reluctance to become involved, red tape and the demands of bureaucracy, and the difficulty of trying to make courses relevant to the needs of participants.

Probably the largest group of people who could be classified as 'in-service educators' are consultants and advisers. The extent of their responsibilities in this area vary from State to State, region to region, and division to division; often it is not part of their official duties, but they are the only ones with the time and expertise to organize courses. Another facet of the consultants' role as in-service educators is the help they give to individual teachers in schools. This is the criterion by which teachers judge them, and these judgments range from appreciative to condemnatory.

Most of the questionnaires sent to teachers during this project, including the Victorian and Tasmanian surveys, contained a question on factors which had contributed to teachers' professional development. All groups gave the lowest rating to 'assistance from visiting consultants'. However, the potential value of the professional development strategy, involving classroom-based action research with consultancy support, was rated half-way up the scale by teachers. It would seem that, while teachers are not altogether satisfied with the present role played by consultants, they feel that consultants could make an important contribution to teacher development if the nature of their involvement changed.

> It would be good to involve consultants in teacher development in a school - not just in a blow-in, blow-out capacity, but as part of an on-going program.
>
> Consultants giving half-hour demonstration lessons don't really help in planning a program. It would be an advantage to have a consultant resident in the school, able to give continuing help.

Two instances were given of schools where these hopes had been realized. In a Victorian metropolitan primary school a consultant was based in the school (which is departmental policy) and spent half his time there. This was found to be of great benefit to teachers, because the consultant was able not only to give continuing assistance with individual programs but also to keep teachers informed about the regional in-service program, activities that were going on in other schools, and the latest developments in materials and resources for the classroom.

Teachers in a country primary school in South Australia had established very good relationships with some of the consultants in the area - 'We see a lot of them. When they have a spare moment they just pop in'. At the beginning of the year, the consultants were invited to the school for afternoon tea so that new teachers could get to know them.

> At least it meant that now there was a familiar face for the young ones to turn to. Now it is their choice whether they contact the consultant - but that first step, which can be very hard, has now been taken for them.

Some of the consultants were going to come to the school to run workshops instead of the usual staff meetings, and return at a later date to follow this with individual work with teachers.

DISCUSSION

It is four years since the Development Program commenced, and time for development committees to give serious consideration to the direction the Program should take in the future. There are two important factors which are germane to such considerations: (i) Teachers have appreciated the influx of in-service courses that have been offered to them, but they have now become a little blase, and less tolerant of mediocrity. Committees and organizers can no longer be excused on the grounds of inexperience for approving or producing second-rate stereotyped programs. (ii) As demonstrated in the Victorian questionnaire survey, the most important impetus to change in teaching behaviour is self-motivation. In-service education would become a much more powerful force if it could lock in to this highly personalized aspect of professional development. Boomer (1973: 9) in his study, *Teachers Learning*, concluded that in in-service courses

> more deepseated attitudes towards education will remain largely unaffected unless teachers feel moved to reconstrue their past teaching in the light of the new ideas; that is, unless they feel personally involved in and committed to the new venture.

In the Development Program there has been considerable emphasis on the content of courses, providing a variety of topics and ensuring that course leaders were experts in the relevant subject areas. Expertise in teaching methods was taken for granted - if any criteria were used they tended to be unbounded enthusiasm, confidence, an attractive personality, and a handful of gimmicks. Committee members are beginning to realize that more is required to conduct an effective in-service activity.

> I feel that one of the things that is holding in-service back is the lack of knowledge by most of us on the concepts of adult education. I think because we have been teachers, because we know what it is like to teach children we sometimes think we know how to teach adults and I think it is only as we become more efficient in the techniques of adult education that our in-service programs will become more effective. (State committee member, South Australia)

It is important that in-service educators should become familiar with adult learning techniques. A significant and increasing volume of literature has become available over the past few years which emphasizes the importance of recognizing the difference between adult and child/adolescent learning.

The courses for organizers that have been introduced in some States in 1977 have included a section on adult learning techniques in their programs. This is an area in which the contribution of tertiary personnel would be very valuable.

It is difficult for in-service educators who are sensitive to teachers' attitudes not to respond to the overwhelming demand from teachers that in-service courses should be practical. Teachers continue to be frustrated by lecturers at in-service courses who expound theories that are totally unrelated to the daily professional lives of teachers. There is an equal chance of ultimate frustration if course leaders provide a compendium of the practical ideas which many teachers say they want - eventually the recipes run out and there is no residue of the course left at all. A committee member in Tasmania was aware of this danger.

> Though the practical nature of courses is stressed, in response to teacher requests, the wholesale application of this principle can degrade teacher development activities into a number of 'how-to-do it' courses with the consequent danger of routinization. As a counter-balance to this course, organizers are expected to provide some material which extends the thinking of teacher participants and to suggest projects of an open-ended nature to be dealt with at a later date.

It is a difficult balance to maintain - there must be a practical orientation to attract teacher involvement, but there must also be a stimulus to thinking to ensure the continuing effect of the course, and this will hopefully produce the self-motivation upon which change in teaching behaviour chiefly depends.

In the following paragraphs a few interesting projects are described which exemplify some of the positive aspects mentioned in the preceding discussion. (This is a random selection which inevitably omits other equally impressive programs.)

1 On the suggestion of the Program Initiatives sub-committee in Victoria, the central committee has circulated the following notice to schools.

> The Victorian In-service Education Committee is willing to support groups of teachers who wish to conduct research projects evaluating the methods and programs they are developing or currently using. Reports of projects will be expected to focus on problems and issues confronted by teachers as they implement the program and to produce representative records of observations made in classrooms. It is hoped that such reports will prove valuable to other teachers facing similar situations. A limited number of allocations will be made available to successful projects for clerical assistance, consultants' costs, recording software, or for other support facilities.

It is hoped that this direct appeal to the teacher's own area of interest within a research structure will channel the potentially powerful self-motivational factor to produce effective professional development.

2 Some criticism has been voiced about in-service education because most courses involve only teachers, not children. A drama consultant in a Tasmanian region has run a three-day course involving several thousand children and their teachers. He has been working during the year with 200 Grade 8 students who have formed groups and evolved their own sign language. Enacting life situations at various points in a hall, they involve the visiting children by communicating in their made-up language - they are completely in charge for the day and have to handle the learning and behaviour problems of the participants. Teachers can observe, and talk to the students. The consultant plans to conduct a similar program in the holidays using the students and volunteers from the community to interact in the same way with handicapped children and their parents.

3 In the first week of the long vacation in Queensland (1977 was the third year of operation) an experimental school program has been conducted in which students, teachers, parents, and administrators are voluntary participants. The venue was a high school, and there were courses operating in classroom teaching in a range of subject areas (with students), media, administration, organizational development, and a course for parents. A detailed evaluation was undertaken by the organizers of the 1976 program from which the following points emerged: (i) Students registered the highest degree of satisfaction of any group - they liked being exposed to innovatory methods of teaching, and enjoyed the friendliness and informality of their relationships with teachers. (ii) Teachers appreciated being able to see and implement innovatory techniques and to use a variety of resources in the classroom situation under the guidance of experts. They found the plenary session on organizational development at the end of each day a waste of time, and would have preferred to spend more time with course leaders or observing other teachers. In retrospect, the organizers felt that they had inadequately prepared the participants for this section of the program before it began, unlike other sections, about which detailed advance information was given. (iii) Course leaders welcomed the opportunity to 'trial new ideas, resources and methods with students, and thus, by getting immediate feedback, to evaluate them'. Discussion with other teachers further shaped their ideas. (iv) Administrators particularly liked the sessions involving practical exercises with maximum participant involvement, and they would have liked more time to develop ideas in greater depth. (v) Parents expressed the least amount of satisfaction with the program. They found the information about the

> education system and school administration interesting, and realized the need for closer parent/teacher relationships. However, they felt that the program 'did not give them an adequate understanding of how they as parents could support their children in their education', which had been one of their prime expectations of the program. The organizers found the information brought forward by the evaluation very useful, and have planned the 1977 course on the basis of the positive and negative comments made by participants.

Some of the development committees have made a conscious effort to steer the Program in new directions, either through policy statements or through the authorization of sub-committees or other groups to initiate and experiment with new approaches. One of the specified aims of the Development Program in New South Wales for 1977 was that each region would sponsor at least one innovatory program. Another aim was that 20 per cent of courses should be school-centred. All committees are giving increasingly strong support to school-centred development activities.

Residential Courses

As South Australia has become the pioneer and promoter of residential courses as an important aspect of teacher development, it was decided to send a questionnaire to a small number of organizers of residential courses in that State. A summary of the comments of 20 organizers is presented below. Some of the courses they organized were for school staff, others for certain categories of teachers (art/social studies teachers, principals).

Why did you choose a residential format for the course? Were alternative formats considered?

In some cases alternative formats had been considered but discarded because they were thought to be a less appropriate and effective means of achieving the course objectives. The reasons given for choosing a residential format fell into three main categories: (i) To provide the opportunity for intensive and continuous work, away from the pressures of a teacher's normal school and social environment. (ii) To provide opportunities for incidental, informal contact between teachers, opportunities for browsing, loosening up, deliberating, working out social compatibilities. To give isolated teachers opportunities for peer contact. (iii) To bring staff together to get used to working as a team, to develop group skills, to increase teacher involvement and commitment.

Was the course proposed in response to a need? How was this need determined? Who was involved in the initial planning and decision-making?

In five cases the need for the course was determined by the organizer/s, and in four of these five the planning was done by the organizer/s, principals, a principal education officer (PEO), and a curriculum development team. In all other cases, some or all of the participants (teachers and principals) identified the needs and took part in the planning.

What were the objectives of the course? To what extent were the objectives achieved? Do you now think the course could have achieved its objectives if it had not been residential?

The courses covered a range of topics and objectives; in school-centred courses - to review and evaluate policies, formulate aims, induct new staff, to prepare curriculum materials; in regional programs - to develop skills, materials, techniques, and programs, to develop a regional identity and promote peer contact. Several of the courses involved parents and community - a school-centred activity, a meeting of organizations that provide early childhood services, and a seminar to inform teachers/principals/community members about the Schools Commission Innovations Program and to motivate participants to develop innovative programs.

Most objectives were considered to have been fully achieved, except for some of those which involved the development of materials, and these were generally completed in follow-up sessions. None of the organizers thought the course objectives could have been achieved, or not as effectively, if the courses had not been residential. A residential format was considered essential where participants had to travel long distances or where success depended on participants getting to know, understand, and trust each other. A much more ambitious program could be planned when the course was residential.

> As much was achieved in three full-time residential days as would have been achieved in three months part-time.

Was there any follow-up to the course? What form did it take?

Nearly all courses had some sort of follow-up, a much higher percentage than in non-residential courses. In school-centred courses, follow-up meetings and further materials development were organized by the staff in the schools; in regional activities, participants had a further meeting, the circulation of materials was arranged, and frequently PEOs and consultants who had been involved in the courses continued to work with individual participants in schools.

What advantages and disadvantages would you attribute to the residential nature of the course? Residential courses have been attacked because of the cost factor involved. Do you think this criticism is justified?

The advantages listed were the same as those mentioned in other questions. The only disadvantage mentioned was that not all interested participants were able to attend (because of the limit on numbers, or because of family commitments).

Organizers felt that the cost of residential courses was only justified if the course aims could not have been successfully achieved in a non-residential situation, or if the activity was part of a continuing in-service program - the importance of follow-up was stressed. One organizer pointed out that a high personal as well as monetary cost was involved.

* * * * * * *

One of the papers presented at the 1976 National Development Conference came from the South Australian State committee and contained a discussion of residential activities derived from the South Australian experience.

> In general, 'residential' and 'day' in-service activities share a common origin, justification, assumptions and purpose - the improvement of learning and teaching in schools.

> The residential experience can, however, offer opportunity for greater teacher involvement, greater breadth and depth of study, greater number and variety of occasions for informal interaction and for the development of a collegial, supportive climate for teacher professional growth.
>
> Experience has shown that the most productive residential activities include the following:
>
> - Curriculum workshops, where teachers are engaged in developing materials or guidelines or techniques that they or their colleagues will subsequently use in classroom situations
> - Staff conferences where the residential experience forms a component part of a planned development program
> - Brainstorming workshops, especially where these involve inter-disciplinary or inter-community agency participation and are concerned with policy-making or have a 'future' orientation
> - Communication activities where these enable a teacher to enhance his interpersonal skills and which are led by informed, competent, ethical resource persons
> - Consultant and administrator education courses
> - Summer school residential courses
> - Content-oriented courses where innovative materials, ideas, plans, and values can be presented with timeliness (i.e. some important information may not be formally presented for months or even years) and with vividness (information or ideas can gain greater impact when they are heard or dramatized or experienced than when they are read). Information and theoretical ideas can also be subjected to immediate searching scrutiny by informed and involved groups.

The paper gave warning of the potential dangers of the current approach to residential activities, which relies heavily on the type of course that draws together a number of teachers from different schools.

> The research evidence (admittedly insufficient) strongly indicates that the most effective teacher development is that which occurs within the structural context of the teacher's job, i.e. in his own school.
>
> Changing individuals without at the same time changing the setting within which he or she works can occasion unproductive conflict and alienation within the school and inhibit future teacher change and development.

The paper concluded with several recommendations - that funding of residential activities should only be granted when detailed evidence was given of purposeful organization, conduct, and evaluation; that increasing emphasis should be placed on school-based teacher development, particularly organizational development programs (pointing out that the residential course was a valuable means of initiating such programs); and that greater use should be made of the expertise and experience of residential centres, which provide a unique setting for developing new techniques and approaches in in-service methodology.

Timing and Duration of Courses

Development committees have attempted to maintain a fairly even balance of courses held in and out of school time. Conflicting pressures are applied to committees - most teacher unions oppose courses held out of school hours, but non-government teachers strongly favour courses held after school and in vacations. Conflict over the timing of courses is also apparent in the attitudes of regional committees to the implementation of central committee policies and suggestions - for instance, central support for courses comprised of a series of meetings at intervals is not favoured by country committees because of the consequent increase in time and travel commitments for participants.

Short courses, particularly of one day's duration, are still the most popular type of course with teachers, even though when teachers are asked to specify the most valuable course they have attended, the courses mentioned are nearly always of three or more days' duration. One-day courses are certainly the most expedient, involving the least amount of personal commitment (from both organizers and participants) and the least amount of disruption to school organization. They are also likely to have the least amount of long-term effectiveness. There will always be a place for the one-day course, to deal with single aspects of a subject area or approach, and to complement other more ambitious kinds of programs, but perhaps they need not be offered by development committees in such vast numbers. Committee members say,

> But these are the courses that teachers will and do go to.

Time may need to be spent, therefore, in educating teachers in the benefits of more demanding alternatives.

Follow-up to Development Courses

It is easier to ensure follow-up and reinforcement of a development activity when that activity has been school-centred. It is important that the Development Program be diverse, and therefore all development activities will never be, and should never be, school-centred. There will always be courses attended by single representatives from different schools and, because change happens slowly, present school structures may not readily accommodate to the implementation of new ideas by one staff member or the effective sharing of the benefits of course attendance. For this reason, teachers need, and will continue to need in the future, follow-up assistance after course attendance to ensure maximal development effectiveness. There is little evidence that such assistance is consistently forthcoming in the Development Program at the moment. One planned follow-up activity that has been introduced with considerable success was the 'Working for Change Workshop' in Queensland. This was a two-day seminar for participants in the Professional Development Program (PDP), a 3-16 week personal enrichment program for secondary teachers.

Details of the workshop and a reading list were sent to PDP participants. The following statement was also included.

> This will be a two-day Workshop for teachers participating in the Professional Development Program. It is well understood that teachers returning to their schools after professional development experiences of many kinds face a number of particular dilemmas. If your program has been influential, it may be that you will want to

> incorporate new information, attitudes and skills into your teaching program. This implies change in the school situation and your school/principal/colleague may be unreceptive, or even resistant, to your change efforts, with subsequent disappointment and frustration on your part.
>
> There is no easy solution to such dilemmas but there are ways in which some of the frustration, difficulties and resistance can be reduced. This Workshop will focus on constructive approaches to the change process and attempt to provide a beneficial orientation towards the 'back-home' situation.

The aims of the workshop were identified for the participants as:

(i) assessment of the possibilities and difficulties on their return to school;
(ii) identification of the chief change areas they wish to influence;
(iii) better understanding of the nature of change and the change process;
(iv) helping them to become effective change agents;
(v) practising specific skills in interpreting their learning to others.

In general, these aims were successfully achieved and the participants better equipped for their return to school. A further follow-up day was planned for six months later, and fourteen participants volunteered to act as advisers to future programs.

Evaluation

'Evaluation' is one of the most widely used and least understood words in the in-service educator's vocabulary. Initially it was assumed that evaluation was the job of the experts - but who are the 'experts' in in-service evaluation in Australia? Are they those who have been able to probe a little deeper into the Development Program and its consequences, such as the people who were involved in the major Victorian and Queensland evaluations? (The Victorian In-service Education Evaluation Project team, and in Queensland, Gilbert and Dore, departmental in-service officers, and Logan, University of Queensland). Development committees are beginning to realize that evaluation expertise can and must be developed, by trial and error if necessary, from within their own orbit of operation.

The first step to be taken is to determine for what purposes an evaluation is needed. It is now generally recognized that an in-service course is more likely to be successful if the organizers define their objectives and structure the course to effect their achievement. It is equally important for an evaluation exercise to have its aims and objectives discussed and delineated in advance. The nature of the evaluation depends not only upon the objectives but also upon the audience for whom it is intended, whether it be committees, organizers, teachers, or Schools Commission.

The majority of in-service evaluations undertaken are the short one or two page sheets issued by organizers at the conclusion of a course. Responses to these may be superficial (the questions are not structured carefully enough, or the participants are in a hurry to get home,) or biased (knowing the organizer will read their comments, participants may not be entirely honest). The positive and negative feedback from this type of evaluation can be useful to organizers planning repeat or further programs, but it is more likely to lead to the perpetuation of the same type of program rather than the introduction of radically different or innovatory approaches. Some excellent detailed reports of courses (including objectives, implementation, and outcomes) have been prepared by organizers in all States. These are usually presented to the State committee, but too often they are buried in a file and do not receive the exposure and attention they deserve.

The New South Wales statement of aims and objectives for 1977 has as its fourth aim, 'To improve and refine the Development Program through evaluation', and requires regional chairmen to submit statements describing how each region has (i) improved its evaluation procedures, and (ii) in the light of evaluations undertaken, has reassessed its priority needs and ways of meeting them.

It is important that evaluation should be seen as part of the total structure of the Development Program in the regions. This is the best way to ensure that evaluation will be relevant and used as a basis for improved operation. Regional in-service officers, with their knowledge of local programs and teachers, are perhaps the best equipped people to handle the responsibility for integrating effective evaluation into the Program, but they would need administrative assistance to relieve their workload, and some guidance in evaluation techniques. At the National Development Conference in September 1977, representatives prepared plans of action for their respective States, and nearly all State plans included evaluation as a priority. Some States wanted the Schools Commission to set up its own evaluation group to advise and assist the States, and other States planned to sponsor individuals or groups within the State to undertake evaluations.

Far more needs to be done in the area of long-term evaluation - very often the effects of a course may not be immediately apparent, but take months, even years, to emerge. It would be useful for the evaluation to include regular observations of and discussions with participants in their school context.

Most important of all is the development of the concept of the teacher-evaluator. Teachers should be helped to evaluate their own teaching programs, and should be involved in the evaluation of some of the in-service courses in which they have participated, particularly if they have taken part in the planning of the course. If program participants can be involved in this way, much of the threat currently implied by the word 'evaluation' may disappear.

In-service Educators

In the earlier years of the Development Program, little thought was given to the in-service needs of organizers. It was assumed that expertise in a subject area and some administrative ability were prime requisites for the job. It is now more widely recognized that there are other skills and areas of knowledge that are of equal importance for an in-service educator, such as knowledge of adult learning patterns, a range of in-service methods, and an understanding of inter-personal relationships. Boomer (1973:9) said, 'The role of the expert must be abandoned for the role of facilitator'. It is also helpful for an organizer to be familiarized with the over-all aims, structure, and operation of the Development Program. If help was offered in all these areas, it is possible that more teachers would become involved in the initiation and planning of courses, for they would no longer be inhibited, as they are at present, by lack of confidence and expertise.

1977 has seen an increase in the provision of help for organizers, mainly initiated by central committees. In New South Wales, a pilot course was run earlier in the year under the auspices of the central committee, and a package was developed to assist in the extension of the course to the regions. During the year, all regions but one ran at least two courses, some ran four or five. The package contains information on how to devise courses, set aims and objectives, conduct evaluations; it also covers theories of adult learning, and in-service techniques. In one region, course consultants, who have undertaken the training course, have been appointed to fill a particular role in the regional in-service structure. After consultation with teachers, proposals are submitted to the development committee by course conveners from district and subject associations. Following approval, course conveners are given assistance by course consultants in structuring activities and in post-course evaluation.

A four-day training course for organizers was held in Victoria, during the latter half of 1977. It covered VISEC operations, administrative procedures, communication skills, adult learning techniques, motivation, evaluation.

A workshop for in-service educators (the term 'in-service educator' is thought by many to be more appropriate than 'organizer' for the role that is to be played by these people in teacher development) was held in Queensland in 1975. The workshop was of five days duration and residential. An evaluation of the course showed that participants found particularly valuable the sessions which dealt with the application of the inductive method of learning to development activities, and the understanding of inter-personal relationships.

Much of the responsibility for centrally organized courses in Western Australia lies with the in-service officers and consultants, who are housed in the same building. Short in-house professional development courses have been instituted for these people covering such matters as publications, overhead projectors, and teachers and the law.

Participation training seminars, which have been conducted in South Australia since 1973, have a broader application than the organization of in-service courses. According to the course manager:

> The seminars concentrate on the skills and techniques involved in participatory decision-making.....
>
> The participant carries away, ideally, new attitudes, teamwork skills in group discussion, better communication skills, greater sensitivity to the needs of individuals and skills and attitudes necessary in co-operating with others in common tasks.

Participants in these training seminars, which are mostly residential, have come from primary, secondary, service and advisory sections, as well as central administration.

The central committee in New South Wales has sponsored a training course in organizational development for cadres of people from the regions. After the course, these people will act as process consultants for organizational development work in schools, using problem-solving techniques.

Participation training and organizational development courses are of particular relevance to those people interested in the promotion of development work in the schools. In supporting the principle of devolution of responsibility, development committees have advocated the appointment of in-service officers in the school. These officers have a triple function - to liaise with development committees, usually through their executive officers, to co-ordinate the in-service involvement of teachers in the school, and to facilitate the school's own development work. Too often the teachers appointed to these positions only function in the first role, which usually means pinning up the in-service information sheets from the regional office on the staff notice-board. If real devolution of responsibility is to occur, and all three functions become fully operable, this position must have recognized status in the school, both in terms of acceptance by staff and administration and some time allotment. The person who fills this position must have a commitment to in-service education, a commitment which necessitates knowledge and confidence. In-service officers in schools, who are often new to the in-service game, can be helped to acquire knowledge and confidence through such courses as the participation training and organizational development courses previously mentioned.

Any courses or assistance provided for in-service educators or facilitators will help to redress the present imbalance among organizers - on the one hand the novices who struggle on in ignorance and innocence, and on the other hand the few clever opportunists who have scored off the ignorance of others to establish profitable in-service empires - people with influence who whip up programs on currently popular topics without any real insight or understanding, or the racket established in one State where a group of consultants were getting funds for putting on 'programs' for each other.

Consultants

Consultants and advisers are steadily increasing in numbers and in acknowledged in-service involvement, but their development role tends to be defined in an ad hoc manner. In some States they are given preparatory training, but often they are in as much need of in-service help as other in-service educators. Most consultancy services were in operation before the advent of the Schools Commission Program, with the principal service function being the short visits to schools to help individual teachers. Development committees gave a great deal of attention to the role definitions of the new positions created by the Development Program, but failed to realize that the new demands being made of consultants and advisory teachers had altered the basis of their service function. Consultants found that not only were they expected to be more active in the organization of in-service courses, but also that teachers' expectations of them had changed as more in-service help became available from other sources. The advisory approach has had to become far more diverse and flexible. Many of the consultants spoken to during the course of the evaluation project found it easy and natural to cope in this way - for instance, a primary reading advisory teacher in a country region in Western Australia had spent some months reading and preparing herself for her job, and in her first year of operation offered varied kinds of assistance to teachers: organizing courses and following up participants in the schools, spending days or weeks at a time with single individuals, establishing correspondence with teachers in outlying schools and sending appropriate aids and equipment after initial visits were made, staying in the regional resource centre (from which she operated) every Thursday night so that teachers could consult her, and serving on the regional development committee.

The development of task forces in New South Wales is an example of an attempt to make consultancy services more relevant and acceptable to teachers.

In 1976 a task force in Victoria (mainly comprised of consultants from primary and technical divisions) was given support by the Education Department and VISEC to investigate students' acquisition of literacy, numeracy, and social interaction skills, referred to as 'access skills'. The Access Team developed a continuous school-based in-service program in four schools to develop, implement, and assess appropriate procedures and programs. This approach was described by the Access Team.

> Sometimes we met with staff on in-service days when the school was closed to students, but because of the impracticality of such days being held frequently the team worked with the whole staff at their regular staff meetings and with smaller across-subject and grade level groups released during normal school days. Our most effective role has been as facilitators or catalysts and supporters. Because we have spent considerable time in the one school context and are working directly with the teachers to define and clarify their needs, we are then able to develop in-service programs and materials that fit a particular school context and can be implemented because the staff are committed and the programs and materials are developed for their situation. Local resources are utilized and participants from other schools and services become involved.

Some states have attempted to accommodate the single system consultancy services to the inter-system principle of the Development Program. The Victorian development committees give some financial support to the education department consultants on the condition that they be available to non-government schools. Country committees generally give a higher priority to consultancy support than metropolitan committees.

In Queensland the State development committee has sponsored two Catholic in-service education teams to operate in State and Catholic primary schools in country regions. Each team consisted of four members, all experienced classroom teachers. The whole team would visit a school, two members acting as replacement teachers while the other two worked directly with the teachers in the school. Before the teams started operating in March 1977, the eight team members undertook a six-week induction course in primary curricula, summer vacation courses of their own choice, and the six-week induction course provided for Education Department advisory teachers. From March to November, the teams visited 75 Catholic and 11 State schools, spending up to 15 days in each school. Evaluation forms were completed by the teachers using the teams' services - the first question asked teachers to rate the help received on a five-point scale, and 88 per cent of responses were in the top two sections (Good and Very good). Catholic principals have expressed almost unanimous support for the continued operation of the teams in 1978, and an allocation has been made in the State Development Committee budget. Some team members have already been involved in the inter-systemic planning of the in-depth curriculum courses for 1978.

In the Victorian questionnaire survey, consultants and inspectors were not rated too highly for their contribution to the professional development of teachers. However, the potential value of consultants was thought to be considerably higher in a strategy which required prolonged involvement in a co-operative development venture with teachers in the classroom.

Similar findings and suggestions were made in Boomer's study.

> From the testimony of the three teachers in my study it seems doubtful whether advisers, inspectors and other authorities on education are significant influences on what teachers do and think, compared with the effect of colleagues within the school. One of the implications of this might be that inspectors and advisers, if they are to be justified in the economics of in-service education, should begin to work for extended periods within a school, following a project through so that they may make significant contributions in the eyes of the teachers. (Boomer, 1974: 10)

Some consultants are able to cope with the increased in-service demands, but others are not, and they need help. Their position needs rationalization in relation to other in-service educators and contributors to the Development Program.

Principals

In our present education system, the principal is probably the individual with the most power to promote or prevent the implementation of the Schools Commission emphases in the Development Program. As one in-service executive officer said:

> More and more do I see the principal as crucial to the whole development process - either a tremendous positive force of encouragement, support and initiative, or a dead weight, block, obstacle and hindrance. And again some are simply ignorant and apathetic. Here we stock all three kinds - in about equal proportions.

Principals have certainly been the target of much criticism from teachers because of their obstructiveness. One (non-obstructive) principal attempted to defend his peers - he felt that such an attitude was part of the natural order of things.

> There has been flack from teachers about obstructive principals and this is inevitable - if you get a bunch of principals together, it is the superintendents that cop the flack, and for supers it would be the divisional head, and so on.

Nevertheless this principal agreed that teachers' criticisms would be valid in schools where staff were not getting the support they needed to implement ideas from in-service courses, or where the principal adopted an autocratic approach to development activities within the school, imposing his will on the staff.

In the Victorian evaluation project (1974-76), structured interviews were conducted with 62 principals from all school levels and systems in Term II, 1975*. Responses to a question asking which factors guided decisions about staff attendance at in-service courses showed that the main influence on the decisions was the principal's own judgment - 38 per cent were subjective factors (benefits to teachers or students, the needs of the school), 24 per cent were objective (teachers' expressed interests, all teachers encouraged to attend), and 27 per cent were partly objective (the availability of replacement staff, effect on school organization).

---

* For a full report, see Victorian In-service Education Evaluation Project (1976). *Administration of In-service Education in Victoria 1973-1976*, pages 43-67.

Replacement was a major problem to two-thirds of the principals in the survey, but over 90 per cent said they would be happy to release staff to attend in-service activities if replacement staff were made available.

A district schools principals association in Tasmania held a discussion on the Development Program in 1977. One of the members presented a paper which expressed support for 'the philosophy that encompasses refreshment and development as necessary parts of the professional existence', particularly in the form of school-based development work, but which voiced some doubts about the Development Program as it operates through the teachers centres.

> The provision of a random withdrawal system as the mainspring of the Development Program on a State-wide or regional basis is just not professional enough to justify itself. Every teacher is encouraged to opt out of his teaching responsibility in the face of his waiting students for the purpose of attending a seminar .... A lot of the seminars seem to have little effect on the performance of children in the classroom or relevance to the philosophy and needs of the school.

Yet the teachers in the Tasmanian questionnaire survey, which included a number from district schools, seemed to find many of the Development Program seminars of considerable value and relevance to their work in the classroom and school. Some teachers did comment that the attitude of school administrators made it difficult to implement ideas from the seminars.

It is not easy to be a principal in the 1970s - schools and their heads are exposed to pressure from parents, the media, teachers unions, politicians, and now in-service educators. In the development context principals must stop seeing themselves as defending a position and recognize that they are part of a total pattern and on-going process of development. There are many outstanding examples of principals who operate in this way (the school-based development movement could not have been so successful without them), but there is a need for many more, for as one of them said:

> The principal is still the key person in determining whether a program (from in-service or other sources) is going to be able to function successfully.

PART FOUR: SCHOOL-CENTRED TEACHER DEVELOPMENT

Four aspects of the school-centred development emphasis in the Program are presented.

(i) discussion of development committee opinions of this aspect of the Program; discussion of teacher opinions and experiences, derived from discussion groups and questionnaires to participants of funded school-centred activities;

(ii) outlines of funded activities in three schools, with discussion of the general in-service provision for school staff;

(iii) study of the Whole School Withdrawal Program in Queensland;

(iv) descriptions of five funded school-centred activities including a brief discussion of aims, planning, implementation, and effects of the activity.

15 - INTRODUCTION

BACKGROUND

The *Report for the Triennium 1976-78* (Australia. Schools Commission, 1975), written 18 months after the commencement of the Development Program, clearly indicated the directions in which the Commission wished to see the Program proceed. Three aspects thought to be of particular importance were participant involvement in the planning and operation of the Program, the extension of the Program to include parents and ancillary staff as well as classroom teachers, and the encouragement of applications to development committees for school-centred in-service activities. The third aspect was possibly of greatest importance because it could encompass the first two aspects mentioned. Several specific references were made to school-centred development.

> (The Program) must create opportunities for staff to stand outside the normal structures and pressures of the school and to participate in development experiences particularly those which involve the relationships among members of the professional team in schools.
>
> .... Perhaps the most important single grouping for developmental activities is the total group involved in the work of the school.
>
> .... While helping to develop the capacities of school staff to take initiatives, the Program should itself provide opportunities for such initiatives and its organization and activities should take account of this principle.
>
> .... A related aim of the Development section of the Program should be to help teachers and, increasingly, parents to participate actively in the process of defining and dealing creatively with the needs and problems associated with change in schools. (Australia. Schools Commission, 1975: 185)

The implementation of the Development Program since 1975, through the work of the development committees in the States, has seen an increasing emphasis on school-centred in-service education. Support for this type of activity has been found in research publications from America and Europe.* It was mentioned in most of the reports from the nine countries which took part in the 1976 Organization for Economic Co-operation and Development (OECD) in-service education project, and is one of the three areas chosen for intensive investigation in the follow-up OECD project currently being undertaken.

Several reports and studies have been published which include discussions of school-centred in-service education in Australia. Skilbeck (1976) has been involved in the two OECD projects. Ingvarson (VISEEP, 1976b) discussed organizational development and developmental research in the school, and described four school-centred in-service programs. The report of the Curriculum Services Enquiry in Victoria stressed the importance of providing opportunities for staff to become actively involved in the development of the school's program.

---

* See Victorian In-service Education Evaluation Project (VISEEP) (1974). *In-service Education for Teachers: a Review of the Literature*, pages 58-66.

> The Committee believes that to achieve commitment to a school program opportunities should be given to the staff to participate in decisions related to curriculum, where differences between staff members are confronted, where there is a climate conducive to the sharing of ideas, where alternative solutions to given problems are considered, where opportunity is given to explore the 'way out' solution, and where self-help is stressed. Furthermore, the school needs to recognize the importance of defining its goals, surveying available information and research, and engaging in systematic planning and evaluation. (Victoria. Education Department, 1977: 78)

Addinsall (1975) proposed a model of school-centred in-service education for Victorian secondary schools, presented in Figure 7.

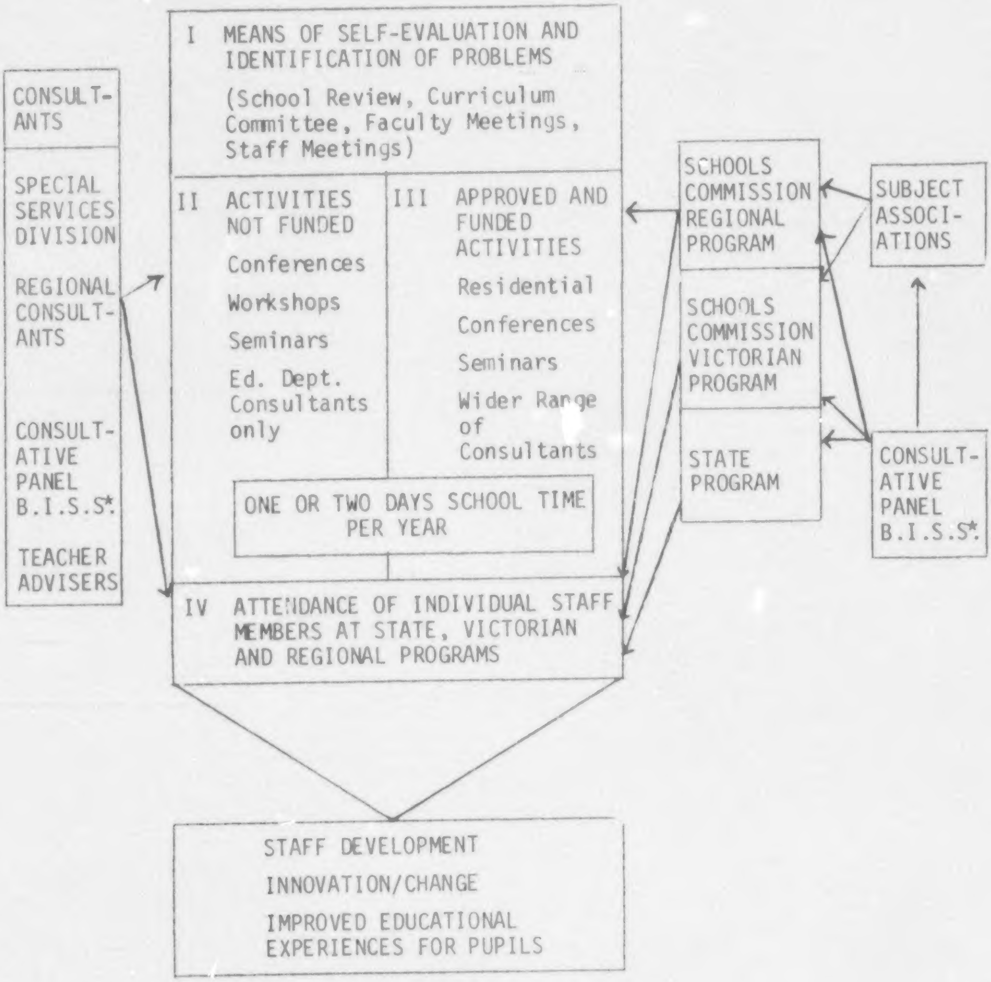
CONSULT-ANTS
SPECIAL SERVICES DIVISION
REGIONAL CONSULT-ANTS
CONSULT-ATIVE PANEL B.I.S.S*.
TEACHER ADVISERS
I MEANS OF SELF-EVALUATION AND IDENTIFICATION OF PROBLEMS
(School Review, Curriculum Committee, Faculty Meetings, Staff Meetings)
II ACTIVITIES NOT FUNDED
Conferences
Workshops
Seminars
Ed. Dept. Consultants only
III APPROVED AND FUNDED ACTIVITIES
Residential
Conferences
Seminars
Wider Range of Consultants
ONE OR TWO DAYS SCHOOL TIME PER YEAR
IV ATTENDANCE OF INDIVIDUAL STAFF MEMBERS AT STATE, VICTORIAN AND REGIONAL PROGRAMS
SCHOOLS COMMISSION REGIONAL PROGRAM
SCHOOLS COMMISSION VICTORIAN PROGRAM
STATE PROGRAM
SUBJECT ASSOCI-ATIONS
CONSULT-ATIVE PANEL B.I.S.S*.
STAFF DEVELOPMENT
INNOVATION/CHANGE
IMPROVED EDUCATIONAL EXPERIENCES FOR PUPILS

FIGURE 7. SCHOOL-BASED IN-SERVICE EDUCATION.

---

* Board of Inspectors of Secondary Schools.

Dore and Logan undertook a study to determine the perceived and real in-service education needs of primary school teachers in Queensland. They included as participants in their study representatives from the following groups - teachers, inspectors, principals, advisory teachers, head office staff from the Department of Education. The first recommendation of the study was:

> The school should be the unit of focus for in-service education and whenever and wherever possible programs should not only be based on a particular school but also in that particular school.

The interest in school-centred teacher development has coincided with, and been part of, the general educational trend towards greater teacher, parent, and community involvement in the decision-making processes of the school. It is not surprising, therefore, that the encouragement of school-centred development activities should be high on the list of priorities of many development committees, and that the number of applications to committees for the funding of such activities should have doubled and tripled over recent years in many regions.

METHODOLOGY OF STUDY

Information about school-centred teacher development, particularly in relation to the Schools Commission Program, was collected by means of interviews, discussions, questionnaires, and case-studies.

Interviews and Discussions

As part of the main evaluation project, structured interviews were conducted with members of development committees, and discussion sessions were held with teachers. One of the issues raised for discussion with both these groups was school-centred teacher development. The responses are described in detail in chapter 14.

Questionnaires

Questionnaires were sent to organizers and participants in 15 school-centred in-service activities funded by development committees. Schools were selected from all States, and included government/non-government, primary/secondary, and metropolitan/country schools. Replies were received from over 200 participants. The questions concerned valuable/disappointing aspects of the activity, short and long-term effects, and the nature of follow-up activities.

Two general items were included on types of in-service activities preferred, and on factors contributing to professional development. The Victorian and Tasmanian questionnaire surveys of teachers contained an item on school-centred in-service activities. The results are discussed in chapters 5 and 6.

Detailed studies were made of three individual school programs and one State program, all supported by Schools Commission funds. The studies were undertaken in three States, by five people.

(i) Whole School Withdrawal Program, Queensland: V. Carter (ACER)
(ii) Government Primary School, Tasmania: J. Edwards, A. Nuss (Education Department, Tasmania), M. Batten (ACER)

(iii) Government Technical School, Victoria: V. Carter, M. Batten (ACER)
(iv) Government Primary School, Victoria: V. Carter, M. Batten (ACER)

The studies were done in Queensland and Tasmania because these were the two States which offered to make an active contribution to the evaluation project (in addition to the co-operation given by all States), and in Victoria because the two writers were based there.

The Queensland study involved an innovative and unique program in Australia, still in an experimental stage during the period of the study. The three schools in Victoria and Tasmania were chosen because their funded programs were held at appropriate times (to enable a longer-term follow-up), and they were located in places easily accessible to the evaluators. Schools were not chosen because they had 'very good' or 'very bad' programs.

The methodology of the Queensland evaluation is described in chapter 18. The design proposal for the studies of three schools listed two objectives.

> 1 To undertake a detailed study of a Commission-funded school-centred in-service activity encompassing initiation, planning, staff involvement, process and outcome.
>
> 2 To assess the degree to which staff and other members of the school community are involved in in-service activities in general; and to determine the effectiveness of developmental activities in meeting school needs, and bringing about change in school policy or procedure/teacher attitude or practice.

Main attention was focused on the first objective, the study of a Commission-funded school-centred activity. The purpose of the other objective was to set the Commission-funded activity in the context of the total in-service provision available to the staff of a school.

To attain the first objective, one of the writers talked to the organizer/s before the activity, gathered information about planning sessions and participant expectations, attended the activity, and distributed questionnaires after its conclusion.

Some general items on in-service education were included in the questionnaire to provide information for the context objectives. Discussions with staff were held later to gather more information about general in-service provisions and the outcomes of the funded activity.

16 - IMPLEMENTATION OF THE SCHOOL-CENTRED SEGMENT OF THE DEVELOPMENT PROGRAM

Development committees throughout Australia accepted the direction given by the Schools Commission in its 1975 report, and gave strong support and encouragement to school-centred teacher development. This was part of the whole process of regionalization and devolution of responsibility, one of the major emphases of the Development Program. Many regional committees stated that school-centred development was their top priority. From 1975-1977 the number of applications for these activities greatly increased. Given good leadership and organization (the negative attitude of some school principals had proved a major obstacle to staff development), committee members felt that this approach to teacher development was potentially the most useful and valuable.

In general discussions with the evaluators, teachers came out firmly in favour of the idea of school-centred staff development, and those who had participated in this type of activity had found that positive and tangible benefits had resulted. A number of teachers remarked that it was an added advantage when the staff seminar was residential - staff became more aware of each other as individuals, and as part of a cohesive unit. Teachers had noted an increase in non-funded as well as funded school-centred development activities. Again it was stressed that the effectiveness of the activity depended largely on the attitude of the school principal.

QUESTIONNAIRES ABOUT SCHOOL-CENTRED ACTIVITIES

Questionnaires were sent to organizers and participants in 15 school-centred activities in all States supported by funds from the Development Program, approved by development committees.

In all cases, course initiation had come from within the school. In five cases it was a follow-up to or progression from a funded school-centred activity held in the previous year. The initial planning and decision-making about the activity was nearly always done by staff (principal, senior staff, and classroom teachers) often with delegation to a sub-committee for the more detailed preparation. In the two activities which did not follow this pattern, the initiation for one came from the principal (who had been actively involved in the regional development program, and had recently returned from an overseas study tour funded by the development committee), and for the other from a team of outside consultants, senior staff, and parents. Parents participated in four of the activities, but this was the only one in which they had been involved in the planning stages.

The activities focused on school philosophy, organization, and curriculum, and ranged from a radical re-structuring of school operation to the more efficient teacher/parent/student use of the school's audio-visual equipment.

In the questionnaire, participants were asked to comment on the most valuable/useful aspect of the activity. The most frequently mentioned aspects were:

(i) the sharing of a variety of ideals, ideas, and experiences; the stimulation of open debate; the appreciation of the diversity of staff opinion and knowledge;

(ii) gaining a clarity of understanding and a new perspective, out of the the school context, on the aims of the school;

(iii) broadening the involvement of the school community in curriculum/school planning to include parents, teachers from other levels;

(iv) an awareness of trends and problems in other subjects/classes;

(v) the chance to get to know staff personally and professionally, leading to better understanding and communication;

(vi) the insight into curriculum content/preparation of actual teaching materials;

(vii) the opportunity to plan school policies/make decisions/try new methods and know that they will be implemented.

Negative as well as positive features of the activities were mentioned, although the majority of participants had no critical comments to make. The principal complaint was that the activity had been exhausting (although it was admitted that this was difficult to avoid if decisions were to be made). Other criticisms were that insufficient time had been allowed to get through the program, that there had not been enough small group discussion, that the discussion would have benefited from non-teacher (specialist/parent/student) input, and that not all staff had been able to attend (this applied to residential conferences).

Participants were asked to comment on the effects of the activity on their situation in the classroom or the school. The most frequently mentioned effects were:

(i) clearer sense of staff and school identity; development of stronger staff relationships and cohesiveness; more open communication;

(ii) concrete, realistic plans made for implementation in the school/classroom;

(iii) increased enthusiasm and dedication because it is teachers' own plans/ideas that will be implemented;

(iv) increased staff understanding of and respect for students and parents leading to better communication;

(v) the creation of conditions in the school which stimulate innovation and involvement - each teacher feels a responsibility to contribute.

There was a section in the questionnaire on follow-up to the school-centred activity. Information from the Tasmanian and 1975 Victorian questionnaire surveys, and from discussions with teachers had revealed that, although it was highly desired by participants, there was very little organized follow-up to the in-service courses held at centres outside the school, and that single teachers returning to their schools had difficulty in maintaining enthusiasm and implementing changes. In contrast, nearly all the participants in the school-centred activities surveyed reported that there had been follow-up to the activity, mainly in the form of policies/programs implemented, and committees formed/regular meetings instituted/staff discussions held for continued planning and further development.

The general comments made by teachers at the end of the school-centred questionnaire reinforced the trend of earlier comments - they reiterated that school-centred courses resulted in the greatest benefit to teachers and students, that other courses were too often peripheral to the actual teaching situation, and that time, facilities, and support were needed to implement changes in the school.

17 - PATTERNS AND PROVISIONS OF IN-SERVICE EDUCATION IN THREE SCHOOLS

GOVERNMENT PRIMARY SCHOOL, TASMANIA

This school is situated some miles out of Hobart; it has 304 students, and 15 full-time staff.

COMMISSION-FUNDED SCHOOL-CENTRED ACTIVITY

The school applied to the development committee of the Southern Teachers Centre for support for a short series of school-centred activities to be held at the end of Term 1 and beginning of Term 2. Funds were made available to supply relief teachers for the four two-hour sessions.

Aims

(i) To satisfy an urgently felt need among teachers for a clearer understanding of the stages of development of children.
(ii) To critically examine the profile system currently used by some teachers in the school, and, if it is considered desirable, to develop new child study profile forms.

Planning

The staff of all schools in Tasmania fill in a Survey of Needs form distributed by development committees once a year, in which they list the priority in-service needs for their school. Following the filling-in of the 1976 form, the staff at the primary school held a meeting to discuss their top priority, a school-centred seminar on child development. The meeting resulted in the despatch of a submission form from the school, requesting support for the seminar.

A staff meeting was held in Term 1, 1977, to discuss the forthcoming seminar, and was attended by a member of the evaluation team, who reported a high degree of staff involvement. The accepted pattern in the school was for the staff to bring to light and discuss issues, and for the principal to act as co-ordinator.

> An interesting pattern of interaction between the principal and staff was noticed in the discussion of topics. The teachers made all the suggestions and discussed their viability and relevance. They then passed them on to the principal who organized them into subject headings compiled from the school's 1976 Survey of Needs form. (evaluator)

The principal, himself actively engaged in further study and in-service work and with many ideas of his own on education, expressed strong belief in democratic principals in a school staff situation.

At the planning meeting, some staff appeared very confused about the purpose of the profile system, which was to replace the report card system. The format of the seminar was decided upon, each of the four sessions to start with a talk by a visiting speaker, followed by group discussion. The speaker was to be given a list of topics which the staff had discussed at the meeting and agreed were important to their understanding of child development. Staff were given preliminary reading to do in advance of each seminar.

All members of staff would be able to attend the four sessions.

Activity

The four sessions were entitled:

- The purpose of observation and its relationships to planning
- Catering in the 'normal' classroom situation for the child with special needs
- The individual child profile
- Case studies of child profiles

A member of the evaluation team attended all sessions but the first. Questionnaires were distributed to the staff after the second and third sessions.

Staff reported that the first session was useful in that the speaker filled in the background to child development, set the topic in a general context applicable to all grades, and then contributed to the small staff discussion groups which followed.

The second session was felt to be too short to enable adequate discussion of the topic (the speaker took too much time) and therefore had not achieved its anticipated goals.

Staff were far happier with the third session in which an infant teacher from a nearby school demonstrated the different methods used in compiling her profile system.

> Following the demonstration, material from the teacher and the infant consultant was passed around the room. This stimulated discussion amongst staff members.
>
> The guest speakers took little part. Several staff members who had been noticeably quiet at earlier sessions now spoke quite freely. The infant mistress at the school, in the principal's absence, assumed control of the group and directed the formation of small discussion groups.
>
> What developed into heated debate continued for about 45 minutes - the infant consultant acted as a useful sounding board for ideas. However she did not become involved, and stressed repeatedly that the staff had to reach its own conclusions and draw up its own system. (evaluator)

The fourth session, largely devoted to group discussion, was also rated a success by staff. Small groups, representing a cross-section of grades, were to submit for general discussion a suggested format for a profile system. The group discussion was not always strictly on the given topic.

> It was interesting that much discussion was not around the agenda, e.g. one teacher was amazed that many others in the school had embarked on a new spelling scheme of which she had been quite ignorant. This developed into valuable discussion and an observation that these types of gatherings perhaps have most value in that they enable a staff to get together and talk about methods of teaching. (evaluator)

Other staff members commented on the usefulness of these 'side-track' discussions.

> The small group discussions were the best, even if they do suffer from the danger of going off the rails. But it's not really going off the rails, because, although we talked about all sorts of things, they were all things to do with what was happening in the school. (teacher)

After the small group discussion at the fourth session, the whole staff assembled, and the principal attempted to summarize the three group statements. Again, lively discussion ensued. Only one staff member contributed nothing, while those who had earlier displayed a tendency to dominate were more restrained in voicing their views.

It was decided that the final development of the profile system would be undertaken by the group at staff meetings in the following term.

Staff were eager to voice opinions of their school-centred program and its benefits.

> A happy balance was established of theoretical (child development) and practical (drawing up a profile). It was good to have a product to work towards and subsequently use.
>
> The seminar gave primary and infant teachers an insight into what the other grades think and do. We were vertically grouped for a change.
>
> It's not that we haven't all been aware for years that we need to discuss these things, it's just that there hasn't been the opportunity.

On the whole, the staff appreciated the leadership that had been provided by people outside the school.

> Having an outside expert involved is valuable because it gives us a different view to discuss in our own groups - often you need that external input to get you going.
>
> It was good when we had someone from another school - a practising teacher talking about what she actually did in her classroom.

Effects of Activity

Staff continued to work on the child profile form in Term 3.

> It has been an on-going thing. It didn't just stop with the four sessions. It is essential that this should be so if a school-centred course is to be effective. If it can be kept going and keep people thinking it is worthwhile. (principal)

The final draft of the profile form was presented at a staff meeting, and given the approval of the whole staff. The success of this venture encouraged the staff to undertake the development of more specialized individual profiles for reading and mathematics. Groups, with vertical grade representation, met for several afternoon discussion sessions to consider and develop the profile forms. All three forms will be available for use in 1978.

GENERAL IN-SERVICE PROVISION FOR STAFF

In Tasmania, the focus of in-service education outside the school is in the teachers centre, where teachers attend short seminars, longer courses, and CCET (Centre for the Continuing Education of Teachers) upgrading and professional development courses.

Nearly all the staff (including the principal) had attended CCET courses, held one day a week after school for a year. Teachers found the courses very demanding, but also enjoyable and interesting, and directly relevant to their classroom work. Unlike their counterparts in other States undertaking upgrading courses, the Tasmanian teachers did not resent the commitment they required.

Teachers had taken part in other longer courses (of about 10 days, usually spread out over a period of time) in music, drama, and infant work, all of which they had found useful and worthwhile.

All the staff had attended short (1-2 days) seminars at the teachers centre, sponsored by the development committee. In fact, their attendance had been so constant that they had lost some of their earlier enthusiasm - the principal felt that the trend to school-centred development was a natural progression. He also favoured sending teams of teachers to specific purpose seminars, to avoid the difficult task of a single teacher returning to school to try to implement change on her own.

The teachers themselves could still see the value of short seminars, in the opportunity they presented to meet with other teachers from different or similar teaching situations.

One aspect of the Development Program in Tasmania is the support it provides for inter-school visits for individual teachers. Several teachers had visited this school, and some of its teachers had visited other schools, for instance, to see team-teaching in action. The school was in the process of changing over to team-teaching in all grades, and planned another school-centred seminar (perhaps incorporating inter-school visits) for late 1977 or early 1978.

This school was fortunate in that it had a stable staffing situation, a compatible and enthusiastic staff group, and a principal who created a supportive environment for continuing teacher development.

GOVERNMENT PRIMARY SCHOOL, VICTORIA

The school is situated in a suburban area on the outskirts of Melbourne. It has 30 staff and about 600 children.

COMMISSION-FUNDED SCHOOL-CENTRED ACTIVITY

The school applied to the regional development committee for funds to conduct a residential weekend seminar for the staff of the school in Term 3, 1976.

Aims

(i) To provide an opportunity for staff to meet and discuss generally the educational concerns of the school.
(ii) To provide opportunity for concerted consideration of the vital areas of language, reading and maths (in the hope of formulating a 'curriculum' directly in line with stated school policy).
(iii) To produce in the subject areas above, guide documents containing resource material (essentially practical and proven, varied and graded in difficulty and complexity; such resources to include activities, games, suggestions, references).

Planning

Earlier in the year staff had been occupied in redrafting a school policy statement. A volunteer staff group, representing all grade levels, met once a week and formulated a draft, which was circulated amongst staff and discussed at short fortnightly staff meetings. Staff then began to look at other aspects of school operation (such as curriculum, assessment, work programs, evaluation) in the light of the policy statement. They decided that a longer period of time was necessary for satisfactory staff discussion and resolution of issues. Having been refused permission by the district inspector to hold an in-service day at the school without the children, they applied, on the inspector's suggestion, to the regional development committee for funds for a residential weekend seminar. They decided to make it residential away from the school because past experience had shown that staff were reluctant to come to the school itself out of school hours.

The seminar was to focus on curriculum development. The impetus for this emphasis came from two sources - general staff dissatisfaction with the curriculum, and the new vice-principal's belief that the school policy in this area needed overhauling.

For several weeks prior to the seminar, half-hour weekly meetings were held after school to discuss different aspects of the language curriculum.

Activity

Over the last two days, lecture, discussion, and group work sessions were held on the language and mathematics curriculum, school-based curricula, school organization, and evaluation, led by the principal and vice principals of the school, and two tertiary lecturers. Two-thirds of the staff were able to attend.

Questionnaires were sent to the participants after the seminar. All agreed that the first aim of the activity had been achieved - the seminar had proved an excellent forum for discussion of the educational concerns of the school. It was felt that greater communication was possible in the relaxed atmosphere away from the school (greatly helped by the residential nature of the seminar). The discussion helped to clarify individual aims, common needs, and links between levels.

Participants felt that the second and third aims (formulation of a curriculum policy, and production of guide documents for subject areas) were too ambitious, and could not be fully achieved in two days. However, participants seemed to be satisfied that curriculum priorities had been established, and a sound basis laid for future work. One of the outside speakers had a considerable impact on the staff - he introduced them to a new and different method of approach to school-based curricula. After the session, the organizer stated that he would like to begin the planning and preparatory lead-up to the seminar over again.

Effects of Activity

Talks were held between the evaluators and staff members nine months after the seminar. The initial reaction of the organizers, the vice-principals, was to say that nothing much had eventuated as a result of the development activity and the lead up to it. It had not been followed up with a post-seminar meeting; information about the work of the seminar was not disseminated to the staff who had not attended, and members of staff new to the school in 1977 were not even aware that the seminar had been held. Despite these negative indicators, further discussion revealed that most of the recommendations made at the conclusion of the seminar had been implemented, which resulted in changes to school operation that benefited students and staff and were in line with current staff interpretation of school philosophy.

Changes that could be attributed (most directly, some indirectly) to decisions made at the seminar included the following:

(i) The timetable has been adjusted so that 'specialist' classes (e.g. music, art) are held at the same time across grade levels, enabling teachers at the same level to have free time together for discussion of grade programs.

(ii) A mathematics handbook has been compiled from teachers' contributions (largely through the efforts of the resident mathematics consultant at the school in 1976) incorporating underlying philosophies and aims, standardization of basic methods and approaches, suggested courses for the average children in each grade, and various appendixes of general interest to teachers. Other schools have asked for copies of the handbook, but the vice-principal refused because he felt that each school should undertake the task for itself - 'the value is as much in the staff discussion that lay behind the production of the document as in the document itself'. Staff used their handbooks regularly, and new staff found it a very useful aid for familiarization with school curriculum policy. A language handbook is in the process of being assembled.

(iii) A maths/science room has been set up for topic display and demonstration by the vice-principals. Staff reported that 'the kids love it'.

(iv) The library operation has been streamlined to meet the school's needs, with greater access being given to the younger children, and a resource list drawn up for staff. A library extension is being planned, in consultation with staff.

(v) Vice-principals are giving more individual remedial help in language and mathematics.

(vi) On-going folders have been compiled for each child for the information of his current teacher. Staff designed the form which gives information about reading achievement and atypical physical or psychological features.

Some of these changes may have occurred without the help of the seminar, but the change would not have occurred as quickly; other changes probably would not have happened - their sole impetus came from seminar discussion and decision (although trace was soon lost of the source of the impetus when back in the school situation).

In retrospect, teachers felt that participation in the seminar had resulted in greater staff cohesion and understanding of each other.

> We were able to bring our complaints out into the open and feel that people were listening because they had the time.
>
> The experience was a really bonding one - we are working much better together now as a staff.
>
> I appreciated the stimulating context for discussion - staff meetings at school tend to be very dry and boring.
>
> It was good to share ideas about things like discipline and classroom management with people whom we usually don't mix with at the school.

GENERAL IN-SERVICE PROVISION FOR STAFF

Teachers were a little confused (but not concerned) about external in-service sponsoring - they spoke of teachers centre courses and regional courses, not realizing that both derived funds from the same source, the regional development committee. This is a region in which the development committee works closely with the teachers centres within its boundaries in the initiation and organization of in-service activities. Most of the staff had attended some in-service courses during 1976-77. These courses were mainly held at the local teachers centre, and included art, mathematics, first aid, guitar, science curriculum planning, and screening tests for grades. Some of the courses had been found professionally valuable, some not.

The school representative on the district education committee which meets twice a term keeps staff informed about local in-service activities organized at the teachers centre, and the vice-principals inform staff of the regional in-service activities they think it would be appropriate for staff to attend (this method of pre-selection is a cause of some dissension among the staff).

There is very little formal reporting back to staff on in-service courses attended by individual members - the half-hour fortnightly staff meetings do not allow enough time. The benefit of these courses is therefore to the individual rather than the school in general.

One member of staff had just completed (at the time of the interview, mid-1977) a six weeks full-time remedial education course funded by the State development committee.* An excess teacher in the school, who had spent much of the previous term working with her grade, took over for her. She had found the course extremely useful, and it gave her the knowledge and confidence to implement changes in the school. The vice-principals had been very interested in her reports of the course, and had asked the teachers centre for all the materials she considered relevant for the remedial program in the school.

---

* For a more detailed description of this course, see chapter 22.

Many of the teachers at the school were still involved in the departmental courses for up-grading their qualifications, which required attendance two nights a week. Generally they found that these courses were totally irrelevant to their teaching and, because of the commitment involved, prevented their attendance at other in-service courses which would be more helpful. They would much prefer an alternative method for upgrading qualifications, such as the introduction of point system for attendance at regional and local development activities.

> In this way, you'd be learning something that could be useful to you in the classroom, so that the kids would be benefiting as well as you. (teacher)

A sub-committee of the district education committee caters for the needs of first-year teachers in the area. Information is sent directly to these teachers about the monthly meetings, which take a variety of forms - a wine and cheese night, mathematics and reading programs, informal discussion of problems. Two of the three first-year teachers at the school had attended these meetings - they welcomed the opportunity to talk to their peers as well as attend the in-service programs. The other teacher felt that he derived all the help he needed from attendance at the general in-service activities for his subject, physical education.

Teachers from the school occasionally planned visits to other schools, which had proved a useful form of non-funded in-service activity. The vice-principal and four teachers (from different grades) took a day to visit several other schools in the locality to observe media education activities and resources, and reported back to other teachers at a staff meeting. The visit provided a reference point for future purchase and use of materials. Another teacher, with the encouragement and help of the vice-principal, took her class for a half-day visit to an open-plan school where students were mostly from Turkish families. The teacher talked to the staff, and the visiting children were split into groups and taken round the school by the local children. The teacher found it interesting to hear at first hand the difficulties and rewards of introducing and operating a different approach to teaching. She would now like to take her class to visit a one-teacher school.

The teachers at the school made little use of the regionally-based consultancy service, although they were aware that it was available to them. They felt that there were enough experienced teachers in the school to help them with immediate problems. However, in 1976, one of these consultants (in the mathematics area) had been based in their school, and had given the teachers a lot of assistance. Teachers from the same grade level spent an hour a week (with the vice-principals and the excess teacher taking their classes) discussing mathematics courses with the consultant, and coming to an agreement on areas of teaching. The consultant spent whatever time was required with the teachers at each grade level, and worked his way up the school from prep to grade 6. He was closely involved with the organization of in-service activities at the teachers centre, and not only kept teachers well informed about the activities available, but recommended those activities which he thought might be of particular use to them. Several teachers in 1977 (when he had left the school) remarked that there had been a lot more in-service activities going on in the previous year - in fact, the number was the same; it was just that the consultant was no longer there to bring it to their attention.

The consensus of staff opinion about their in-service requirements seemed to be that they would like to have staff entitlement to one or two days in each term at in-service courses away from the school, and a continuation of the funded school-centred activities, preferably residential, that were well planned and with clear objectives. Suggestions were made that these could be held whenever a need was apparent, or regularly every two years.

* * * * * *

This school could not be labelled dynamic or progressive. Organizers and staff had mixed feelings about their school-centred activity. On reflection, a different approach could have been employed. The effect of the conference seemed to fizzle out when normal school duties were resumed, some of the staff seemed to be indifferent to school or teacher development, and the activity and the school seemed to be dominated by the vice-principals. It was, in essence, an average, well-run, orderly suburban school, in which in-service education did not feature as a priority need. Yet things were slowly happening in that school, small but significant changes made in organization, teaching methods, aids to teaching, that benefited both staff and students. Many of these changes could be traced back to decisions made by staff at the conference, and were implemented largely through the efforts of the vice-principals, with staff support.

GOVERNMENT TECHNICAL SCHOOL, VICTORIA

This school, in an outer suburban area of Melbourne, has 95 members of staff and over 900 students.

COMMISSION-FUNDED SCHOOL-CENTRED ACTIVITY

The school applied to the regional development committee for funds to conduct a residential weekend seminar for the staff of the school in Term 3, 1976.

Aims

(i) To discuss philosophically the types of mini-schools that could be introduced, leading to a decision about which to adopt.
(ii) To discuss the organization of a mini-school system and outline a plan for implementation of such a system.
(iii) To formulate recommendations resulting from these discussions to be presented to the whole school staff for approval.

Planning

The school has an Education Committee, with elected representatives from administration, teaching staff, parents, and students, which reports to the School Council after consultation with total staff group. The charter of the Education Committee is to look at all aspects of the curriculum and those aspects of organization which impinge on it. By 1976 it had become apparent that, because of large numbers, the school organization had become unwieldy. The possible introduction of a mini-school system was put forward by teacher members of the Education Committee and the administration, and discussed by staff. It was decided that it would be useful, even essential, to have a residential staff seminar on the topic. Two months prior to the seminar, a discussion paper and a questionnaire were distributed to staff to gauge staff attitude to the weekend and to enable a time-table to be worked out beforehand. A group of volunteers analysed the questionnaire, and were encouraged by the response and the positive support given to the mini-school concept. A vote was taken at a staff meeting, with no visible dissenters, to formalize staff acceptance of the proposed new form of organization.

The teacher component of the Education Committee worked on the agenda for the seminar, and talked with members of staff who were to present papers. The agenda and reading material were distributed to all staff. Only 30 teachers could be accommodated at the conference centre, but the committee said they would welcome any written plans or suggestions from staff who were unable to attend.

Activity

The conference was attended by 25 members of staff, and consisted of ten day and evening sessions, in which papers were presented by staff members and group discussions held about different mini-school models and the means of implementing a mini-school system in the school.

Questionnaires were sent to course attenders and non-attenders shortly after the conference. The participants felt that the aims of the conference had been achieved in differing degrees; most felt that the first and third aims had been successfully achieved - a philosophical discussion of types of mini-schools leading to a decision for this school, and a formulation of recommendations to be presented to the whole staff. Staff were divided in their opinion of the second aim, a discussion of mini-school organization and formulation of a plan for implementation - some participants felt that the time limitation inhibited total discussion and permitted only a brief outline to be made of implementation plans.

Criticisms that were expressed about the conference tended to centre on the behaviour of the participants rather than the format.

> Some staff were too concerned about their own little departments and not about how a mini-school structure could benefit the school.
>
> .... the very obvious reluctance of some members of staff to compromise on certain issues.
>
> Those attending should have made sure they understood the reason for the weekend conference being held, and they should have read the duplicated literature. It would have saved valuable time if basic principles had been understood.

Despite the limitations of time and the problem of people, conference attenders were convinced that the weekend activity had been an essential and worthwhile staff experience - essential, because an extended student free time was necessary to work through the complexities of the mini-school operation, and worthwhile, because staff were able to acquire a deeper personal and professional understanding of each other than was possible in the normal school situation.

> (The most valuable aspect of the conference was ....)
>
> the opportunity to discover how different people viewed the coming situation.
>
> the realization that the staff of a school can be involved in a democratic method of decision-making and policy-making.
>
> the experience of extra-curricula contact with fellow workers and seeing them as people for a change.
>
> the interaction of ideas and philosophies enabling teachers to gain deeper understanding of the team of people they are supposed to be.

Participants felt that the residential nature of the conference facilitated the achievement of its aims because it allowed a concentrated effort without distractions.

Many of the non-participants felt that there was a need for the weekend conference, even though they were unable to attend because of other commitments. A few teachers admitted to lack of motivation as their reason for non-attendance.

Effects of Activity

Some of the non-participants reported that there had been little feedback to them about the outcomes of the conference, but this may have been because they lacked interest, as others reported on several useful means of feedback - well-tabulated information sheets were circulated, tapes of sessions were available, and discussions were held with participants. Information sheets were also circulated to parents and students.

Discussions were held between members of the evaluation team and teachers at the school nine months after the weekend conference. Some of the non-attenders felt that they were at a disadvantage because they had not attended the conference, mainly because they had not been party to the decisions made there - 'I'm making sure I go down to this year's conference to stake my claim'.

The mini-school plan, incorporating four sub-schools, was implemented in 1977, and most staff agreed this could never have happened without the weekend conference and the efforts of the organizers.

One teacher reported:

> The enthusiasm engendered at the conference didn't wane on our return to school, and we were keen to have our expectations realized. The conference topic was directly relevant to the school program - it had to happen, and the conference made it possible.

A number of problems and difficulties had arisen during implementation that had not been dealt with at the conference, mainly because they could not have been anticipated. Some staff felt there should have been more follow-up to the conference before the beginning of the year, but this would not have been possible unless more teachers had been prepared to share the great burden of work involved in the preparation for implementation of the mini-school program. Apparent teacher apathy was discouraging to the organizers and school administrators, although the latter felt that unresponsiveness was sometimes due to reserve rather than lack of interest.

> It is a bit disheartening when ideas from the weekend conference are presented to a general staff meeting and you get nothing back.
>
> Sixty per cent of staff don't contribute in meetings, etc., but a number of these are interested listeners.

The school administrators pointed out that the conference had resulted in the active involvement of more staff in school organization.

> People who were only interested in their classroom work before the conference became real contributors and leaders of the school.

Towards the end of Term 1, 1977, an in-service day was held at the school, with students absent, to discuss the identities and functions of the sub-schools and the roles of the faculties. The opportunity for discussion was welcomed by staff and by the parent representatives who also attended, but the time chosen was not suitable for all members, and it proved to be far too short to deal with all the problems that had arisen during the first weeks of mini-school operation.

Staff were keen to use the regionally approved and supported residential weekend seminar at the end of Term 2 for the purpose of reviewing the sub-school structure and formulating recommendations for future operation. An in-service action committee of staff took responsibility for the seminar, and worked on the agenda before and during the conference. Statements were circulated beforehand which listed the problems and achievements of the four sub-schools. Recommendations were formulated, under the headings of philosophy, administration, finance, and time-tabling, by the committee and accepted, with amendments where necessary, by the conference participants. They were then put forward for discussion and approval at two subsequent staff meetings. Staff returned to school in 1978 with a greater feeling of confidence in the sub-school structure and their roles within it. The introduction and maintenance of the structure would not have been possible without the intensive work of the two weekend seminars.

GENERAL IN-SERVICE PROVISION FOR STAFF

The staff was fairly actively involved in development activities outside the school. The bulk of the short release courses were subject-based, including a school in-service day each year, without students, organized on a regional basis with subject sessions located in different schools. Staff found that the short courses were useful for picking up new ideas and techniques, and current trends in industry - the latter contact had become increasingly important as more stress was being placed on training students for jobs. It was reported that most teachers were able to attend the courses of their choice.

Some of the staff were involved in studying, on a voluntary basis, for higher qualifications. Several teachers had been involved in long-term in-service courses - one teacher was sent on a training course for careers officers, and as a consequence all the previous year's student leavers had been placed in jobs. Five teachers had participated in a human relations course, three of whom were following it up by running a program in the school. One of the vice-principals was attending an administrators course one day a week for the year. He found the course useful, but found that because of his absence he frequently missed out on things happening at the school, and would have preferred the course to be held in a block in the long vacation. The Principals Association had recently sent a questionnaire to teachers to canvass their opinions on the use of holiday time for in-service activities, but the response was negative.

Courses were available for first-year teachers, but in 1977 there had been no requests from these teachers - the vice-principal felt that perhaps this was because within the smaller closer groups of the sub-school structure, young teachers were given sufficient help and support.

One in-service co-ordinator had been appointed in the school, but his main function was seen to be to submit applications to the regional development committee for funding for school-centred activities. The principal said that he received a massive amount of information on in-service activities from State and regional development committees, tertiary institutions, Education Department, consultants, and teachers centre - he felt that much better co-ordination was needed for the teacher development movement to realize its potential.

Teachers at the school had not responded to assistance offered by consultants, probably because teachers felt that the secondary consultants were oriented towards high school rather than technical school teachers.

A community education officer had been appointed to the area and was located in the school. Her function was to promote and facilitate school/community interaction and involvement in all schools in the area, both government and non-government.

The Education Committee plays an active part in school development. It meets once a month at 6 p.m. for a meal and discussion till 10 p.m. Anyone can attend the meetings and put forward suggestions. The Education Committee makes recommendations to full staff meetings (all so far accepted) before a submission is made to the School Council. Before the two mini-school residential seminars were held, there had been two other staff residential seminars, both funded by the regional development committee. One seminar concerned a re-consideration of school philosophy - according to the principal, the value of the exercise was not so much in the document produced, but in the sustained involvement of staff in thinking and discussing school policy and being exposed to views of other departments and individuals within them. The objectives of the second seminar were to establish a philosophical basis for the setting up of a learning centre, and to consider the practical implications of its operation. The proposal was partly implemented in the following year.

The weekend residential conference for staff has been accepted as a necessary annual event by the school - 'it is the policy-initiating nucleus for school operation' (administrator). The 1978 activity is to focus on the curriculum, and it is planned to include as participants some parents and other interested members of the community.

* * * * * *

This school has shown that it is possible to co-ordinate teacher development with school development, a difficult task with a large staff. The in-service procedures employed by the organizers of the school-centred activity were exemplary. The teacher representatives on the Education Committee brought forward to staff the idea of an organizational change, staff discussion ensued and support was formally given. The weekend activity was initiated as a result of a staff survey and carefully planned, special efforts were made to disseminate the outcomes to staff who could not attend, and follow-up staff discussion and activities were introduced in the ensuing months.

There were some flaws in the pattern, and aspiration was not always matched by achievement. The majority of staff members played a passive role in the operation, despite the efforts of the vital hard-working group of teachers who were the organizational core of the operation. The time allotted to follow-up work was insufficient to sort out the unforeseen problems that had resulted from the operation.

Staff were involved in a variety of in-service activities outside the school, although little was done to incorporate this work into the school's functioning, as had been done with the school-centred activity, other than on an individual basis. While this type of co-ordination is desirable, it would be impossible in a school of this size, unless the importance of school-centred teacher development was officially recognized by the Education Department, and a member of staff was appointed to act as a full-time in-service co-ordinator.

18 - WHOLE SCHOOL WITHDRAWAL PROGRAM, QUEENSLAND

BACKGROUND

As a strategy, the program was planned to offer a school-based in-service education opportunity to teachers and principals from primary schools in Queensland.

The following lengthy extract, taken from a survey of the in-service education needs of primary teachers, offers a description of the implementation of the Whole School Withdrawal Program in 1975 and attempts to rationalize the design of the Program.

> The 1975 Whole School Withdrawal Experiment was based on the belief that change will occur more readily through the interaction of individuals as part of an organization (the school) than through individuals apart from the organization.
>
> In order to withdraw a school staff for a week it was necessary to have available a replacement group of relieving teachers. These In-Service Relieving Teachers were to receive a two-week training course, the first week to be devoted to the program, Interpersonal Communications (IPC).
>
> This IPC program was selected to assist these teachers from different schools to get to know each other well in the shortest possible time. It provided them with an opportunity to discover their strengths and short-comings in communication and to overcome their weaknesses. In addition it helped unite them into a tightly knit group.
>
> The second week was to focus on Modern Primary School Organization and Subject Areas.
>
> We believed that for this experiment to be successful, the staff would need to be committed rather than feel that it was something imposed on them from above.
>
> Coming early in the school year we were aware that the proposal could invoke an adverse reaction from parents and it was necessary to reassure them that the children would not be unduly affected by the arrangement, that the regular staff would be available should they be needed and that there would be no interruption in any child's progress as the class's program would be prepared by the regular class teacher.
>
> One of the important factors was that the program should take place within the school. The principal and the professional staff were involved in the program and the ancillary staff was available to assist the replacement teachers in the school.
>
> In the initial stage it was considered that the program at each school would be basically the same, a loosely structured course, but with opportunity for the staff to identify their own problems. The course at each school, therefore, was to be specific to the school itself, but at the same time all courses were planned to include a study of the following common matters:
>
> (a) group dynamics and the sociology of the school;
>
> (b) the child and what happens to him as he goes through the school;

> (c) the school's total community;
>
> (d) 'what-will-happen-when' situation, e.g. what will happen to your maths program when each child is equipped with a calculator?
>
> (e) the real role of the school and how it can best fulfil this role;
>
> (f) actual teaching techniques:
>
> (i) grouping techniques;
> (ii) use of furniture and equipment;
> (iii) evaluation techniques;
> (iv) multiple area and co-operative teaching;
> (v) discovery-activity methods;
> (vi) planning for integration;
> (vii) reading programs and how to use them;
> (viii) planning themes in various subject areas.
>
> The course leader (co-ordinator would probably be a more apt term) was the local inspector of schools because it was considered that he would know the people involved, could carry out follow-up work in the school itself, and be capable of filling the role unobtrusively.
>
> The participants drew upon resource personnel both within and without the State Department. Apart from advisory teachers who were asked to make themselves available, there were people from the Services Section - Research and Curriculum, Media, Library and Guidance, as well as lecturers from tertiary institutions and community leaders.
>
> After the initial meeting of three regional directors and regional inspectors who approved the in-service program for the first term, including two Whole School Withdrawals in each region and a series of week long seminars for selected teachers, the detailed planning proceeded at the regional level.
>
> Each regional director operated differently. One called a meeting of all his principals and invited each to nominate one member of his staff as his in-service relieving teacher and quietly dropped the idea of a Whole School Withdrawal on the table. One school staff discussed it at a subsequent meeting and decided to participate, provided they were able to formulate their own program. Another regional director discussed it with his inspectors of schools who recommended certain schools.
>
> Sixteen schools have participated, and all sixteen staffs agreed that the programs were successful. (Dore and Logan, 1976)

In 1976/77 proposals for primary in-service education, it was stated that the Whole School Withdrawal Program 'does provide communication within a school and develop staff cohesiveness'. The continuation of the program and its extension where possible were recommended.

In offering advice to departmental personnel in the regions who were to hold responsibility for the implementation of the Whole School Withdrawal Program, the following suggestions were made:

> .... Regional Officers should be encouraged to investigate alternative patterns of Whole School Withdrawal, for instance withdrawal for three days followed after some weeks have elapsed by a further two days. Another pattern that might be explored for newer or smaller schools would be a program operating from the Friday afternoon until the Sunday evening at a venue external from the school.

DATA COLLECTION

For this study of the Whole School Withdrawal Program, information has been sought from four schools who participated in the program in the Darling Downs Region during 1977.

The activities organized for a school participating in the program were designed to a large extent by the principal and staff after preliminary consultations and discussions with the inspector of schools. Of the four schools surveyed for this study, one chose an administrative design, one a curriculum program, and a third, a mixture of the two. In the fourth school, the program was used to introduce 'A Guide for Co-operative School Evaluation in Queensland Schools', a three-year project to be adopted by the school.

Questionnaires were sent to teachers, school administrators, and in-service relieving teachers. Most of the questionnaires were completed and returned.

	Received	Sent	
Teachers	27	29	(93.1%)
Administrators	5	6	(83.3%)
In-service relieving teachers	9	10	(90.0%)

An interview was held with the Inspector of Schools attached to the Darling Downs Regional Office, who had co-ordinated the Whole School Withdrawal Program in each of the four schools surveyed. The interview was organized around the following points:

(i) programs and variety;
(ii) individualizing programs to suit the particular needs of each school;
(iii) selection of school;
(iv) training of in-service educators (available/desirable);
(v) feedback from teachers/administrators;
(vi) follow-up courses/programs;
(vii) in-service relieving teachers;
(viii) Whole School Withdrawal Program as part of total in-service education plan;
(ix) central initiation in regional administration.

A visit to one of the four schools during their Whole School Withdrawal provided opportunity for observation.

RESPONSES TO THE QUESTIONNAIRES (TEACHERS AND ADMINISTRATORS)

Question 3: *Did you see the need for the Whole School Withdrawal Program in your school? Please comment.*

Principals expressed their appreciation of the opportunity for their staff 'to have a reasonable length of time for discussions without the constraints of time and class obligations'. The need to involve teachers in the decision-making processes of the school was offered by three principals as a reason for participating in the Whole School Withdrawal Program.

One principal, who was appointed to the school in January 1977, found in the Whole School Withdrawal Program an opportunity for himself and his staff to 'take a good look at the school's educational philosophy, school policy and organization'.

More than half the teachers responding to this question recognized a need for the Whole School Withdrawal Program in their schools. They saw participation in the program as an opportunity for lengthy detailed discussions with other staff members, including their principal, on matters relating to the total school curriculum and school policy.

> I could see a need for more continuity of work taught throughout the school.
>
> It is easy for teachers to lose sight of their overall objectives in the day-to-day traumas on the job. Such seminars retain a balance in the schools between theory and practice.

A number of teachers failed to appreciate the benefits of the Program until its conclusion.

> We all realised afterwards just how much we had needed the opportunity for discussion. At first, however, we just decided on the aims of the program as a means of using the four days to our best advantage.

Two teachers saw no need for such a program in their schools. One stated that the 'regular staff meetings where staff have a free say were working well in the school'; the other, while agreeing that the concept of the Withdrawal Program 'sounded good' was nevertheless sceptical of its chances of success 'because of too much pressure or direction from inspectors and the education department'.

Question 1: *What did you see as being the aim/aims of the Whole School Withdrawal Program conducted in your school?*

One principal stated the aims of the Whole School Withdrawal Program in his school:

1 To critically evaluate various subject areas and school procedures leading to recommendations for improvement.

2 To discuss various subjects with High School Subject Masters to promote understanding of what is expected at each level.

Similar aims were expressed by teachers who responded to the same question.

Evaluation, establishment or change of school policies, educational philosophy	14
Communication between staff members (in-depth discussions), professional development, discussion of problems	14
School curricula, improving co-ordination between grades	9
Introduction of Co-operative School Evaluation System	5
Preparation of Language Arts/Science courses	3
Co-ordination of staff, unity of purpose, efficiency of running school	3

Question 2: *What methods were used during the Whole School Withdrawal Program and which were effective?*

Principals and teachers were asked to list the methods used during the Program and to rate their effectiveness.

Methods used are given below and are listed from the most effective to the least effective.

Teachers	Principals
Group discussion	Workshop
Lecture (staff member)	Group discussion
Workshop	Lecture (inspector)
Lecture (principal)	Lecture (visiting lecturer)
Lecture (inspector)	Lecture (principal)
Lecture (visiting lecturer)	Lecture (staff member)

Group discussions were clearly the most popular of the methods offered to teachers, with principals rating only workshops as more effective. Five teachers, however, said that group discussions were not an effective method.

Workshops were rated effective by all principals and all but three teachers.

Lectures given by teachers, principals, inspectors, and other visitors affected teachers and principals quite differently. Whereas the teachers found more effective those lectures given by colleagues and their principal, principals were much more inclined towards lectures given by personnel visiting the school. Half of the teachers in the sample rated the lectures given by inspectors as ineffective. Many teachers found the inspector's presence inhibiting their own participation, while others commented on how approachable they had found him.

Other methods not listed above but rated effective by teachers included:

informal discussions during breaks,

community speakers giving their interpretation of the role of the school,

practical demonstrations with a group of children,

discussions with high school subject masters.

Panels made up of various resource personnel, including the inspector, regional pre-school officer, staff teacher, guidance officer, parents, and a high school teacher were rated by principals as an effective method used during the Program.

Question 5: *How did the Whole School Withdrawal Program differ from normal staff meetings?*

Teacher Responses

The following table lists in order of most often stated, the advantages of the Whole School Withdrawal over the normal staff meeting.

The Whole School Withdrawal Program

- made available more time for in-depth discussions.
- made it possible for all staff to attend, to relax and to discuss matters outside their own sphere, free from classroom pressures and the concerns of 'getting home'.
- encouraged interaction between staff and principal. Teachers appreciated not being 'talked to'.
- allowed the time for covering a wider range of topics, often more stimulating and more purposeful, not just matters relating to the daily school routine.
- catered for workshop sessions and visiting speakers including parents.
- encouraged a more professional attitude in the staff and a deeper commitment to the school.

The importance of an extended period of time for discussions which involved the whole school staff and encouraged interaction between teachers and principals is further illuminated in the following teacher comments.

One teacher had gained very little from normal staff meetings.

> Staff meetings are a one hour affair where one is watching the clock, where immediate decisions are made that rarely involve you. I haven't felt comfortable at a staff meeting yet. Maybe I will in the future.

The problem of a teacher's conflicting responsibilities between school and home was seen as less of a problem during the Whole School Withdrawal.

> Normal staff meetings rarely have a full complement of staff. Many who attend have family commitments which they consider, rightly or wrongly, to have precedence over professional discussions and administrative matters.

Comments were made about the relationships between teachers and the principal, the inspector and parents. One teacher expressed her appreciation of involving the community in the school.

> Visiting lecturers, including two parents of children at the school, gave teachers an insight into their expectations of what they hope their children will gain from attending this school.

The dialogue was not seen to be as principal-dominated at the withdrawal sessions as at staff meetings.

> The inspector is only ever present at one staff meeting a year - however, teachers at the Withdrawal were able to see him as an approachable colleague. Teachers took charge of different sessions whereas the principal mostly chairs staff meetings. There has never been a parent at a staff meeting.

One teacher found it difficult to state any differences between staff meetings and the Whole School Withdrawal Program.

> There was not very much difference at all. The seating arrangements were the same, the same people spoke most of the time, and similar subjects were discussed. We have staff meetings regularly to discuss school policy, subject areas, new resources, etc., so it was not greatly different.

He made a further comment that

> the atmosphere was more relaxed, and the principal mingled more with the staff than assuming a leadership role.

Teachers found such an atmosphere encouraged them to voice their opinions and ideas more than usual.

Teachers spoke highly of the benefits of having replacement staff in the school.

> With the knowledge that their classes were in good hands, teachers could give the subject in hand their undivided attention.

Principals' Responses

Principals saw the value of the Whole School Program in the extended period of time it gave for in-depth discussions on matters relating to the school. They felt that teachers were more relaxed and showed more interest in the discussions. The program differed from a normal staff meeting in that the emphasis was placed on long-term planning, external resource personnel were invited, and children were involved in demonstration classes.

Two of the comments from principals on how the program differed from regular staff meetings follow.

> Normal staff meetings are held at times which inhibit and curtail professional discussion. Staff meetings at this school are held after school and teachers avoid initiating or inviting protracted debates and discussions, because they are tired after a day's work and they do not wish to prolong staff meetings. Before-school

> meetings were not successful because a few teachers were always late and the meeting time limited by lesson commencement time. Whole School Withdrawal discussions took place in a relaxed atmosphere. Teachers were much more inclined to initiate and participate in discussions.
>
> The length of time available is an obvious difference and allowed a much broader spectrum of problems to be discussed. We were able to enlist outside expertise for extended periods of time. There was much more time for person to person interaction and over the week many more people took part in discussions than usually happens in an ordinary staff meeting. There was no clock watching.

Question 4: *What effect did the Program have upon*
(a) the teacher?
(b) the principal?
(c) the students?

Effects upon Teachers

Most teachers were enthusiastic about the effects of the Whole School Withdrawal Program. The experience was satisfying and invigorating, initiating better working relationships between staff members, and increasing awareness of a fellow teacher's problems.

> I feel it was the first time the whole staff had met in a more relaxed atmosphere and that as a result staff members can now speak more frankly to each other.

A few teachers were less enthusiastic.

> It was very enlightening to discuss topics with everyone but the same people always spoke and then the inspector over-ruled on many occasions.
>
> Experts who have not had recent experience in classroom conditions forget that the school curriculum covers more than one subject. A succession of 'one-eyed' experts make me feel inadequate to do the job properly.

Principals felt that the total school staff were functioning as a team.

> The whole staff has become closer and although the program failed to touch a couple of staff members, most staff seem to feel that it was worthwhile.
>
> We functioned as a team and exchanged views candidly. Some became more familiar with the problems of teachers at other levels and teachers saw the value of having a school program for a subject.

Some teachers were pleased to increase their awareness of the broader issues of education, and to realize the need for continuity in the educational process for the students. They commented also on the benefits of having the co-operation of staff in planning school policy.

> It made me more aware of the need to see education in a broad perspective rather than just as 'subjects and grade levels'.

> I became a more willing participant in staff discussions. The Program motivated me to spend some time in serious consideration of the role and objectives of each subject area, and the standards I felt desirable to place upon pupils in each subject area.

Principals commented on the development of an increased professional involvement by teachers in all apsects of school life, and one principal thought his staff now appreciated the extent of his administrative responsibilities.

> Discussions about a structure of levels in the curriculum areas has given staff a useful overview of school programs.

Effect upon Principals

Although principals initially expressed some doubt about the need for the program, the results made them aware of its worth. They developed a better understanding of their own staff needs.

> Because of the diversity of points of view held by staff members, the participatory decision-making for innovations had not been going well. The Withdrawal discussions gave me insights into staff perspectives of what was happening. My estimation of the staff and my attitudes towards individual teachers was improved immensely.
>
> .... I was amazed at some of the things that the staff saw as problems - things that I felt were unimportant but which were obviously affecting their life at school.

Teachers were asked to comment on the effects of the program upon the principal. Six teachers did not comment, but other teachers recognized several changes. Most noticed that the principal had become more aware of his staff's support, and that communications between them and the principal had improved.

> It probably brought him closer to many of the staff members, especially the younger ones.
>
> He seemed to gain a better understanding of his position as seen through the eyes of the staff.
>
> The principal became one of the staff members and since then there has been more communication between principal and staff.

A few teachers commented on the principal's surprise and even pleasure at getting to know the opinions teachers held in various discussion topics. One teacher stated that his principal had shown more willingness to implement new ideas since the program.

One principal, according to a staff member, realized his staff wanted a different form of leadership. Another was seen to become even more removed from her staff.

> It brought to notice a few inter-staff problems that she didn't think existed. To me, it presented her as a more isolated figure than she'd ever appeared before.

Effect upon Students

Principals referred to the unsettling effect of the break of routine upon the students during the program.

> During the short term the main effect upon the children has been that the accustomed routine has been upset and rapport with children has had to be re-established by the class teacher.

However, one principal stated that students were in no way disadvantaged during the withdrawal and he found the replacement staff most co-operative.

They had a considerable amount to say about the long-term benefits.

> The children benefited from the improved morale of the staff and from the fact that agreement on levels of achievement assured every child the maximum opportunity of receiving graded instruction in initial sub-skills. A body of school rules was agreed to during the withdrawal and children benefited from the more predictable frame of reference which established the ground rules for a happy school experience.

It was felt that students would benefit from their teacher's increased commitment to programs which they had helped to plan.

Many teachers commented on the immediate effects of the program, but these comments were limited to the effect of the change of teacher upon the students.

> It was a novelty for the children to have both a new teacher and a new principal for a short period of time.
>
> The children didn't seem to mind too much. However, they had a very competent relieving teacher whom they seemed to like.

They were refreshed merely by having a different teacher. Even though work programs were left for the relieving teachers - to ensure that the work done was basically a continuation of the normal teacher's work - the different styles, approaches, personality of the relieving teacher had a beneficial effect on the students.

> There was no really adverse effect although I don't think they achieved anything. It was more a child-minding situation. The children were somewhat unruly when I returned, which was annoying, but it did not really take long to overcome.

One teacher stated, quite delightedly:

> I was missed!

A few comments were made by teachers as to the likely long-term benefits to the students. Some said they would benefit from 'a more definite school policy'; others said, they 'would profit by the new methods proved effective by fellow teachers'.

> I am endeavouring to employ a few suggestions made at the withdrawal and in this way I hope there will be some benefit to the children in my class.

One teacher felt that her class had accepted 'that they are part of a whole school, not just an individual class'.

General Effects

Some general remarks about the experience of the Whole School Withdrawal Program serve to summarize its effects. There was still some concern over whether or not the program was, in fact, designed to meet the needs of the children.

> As a staff there was extreme discontent in that a lot of discussion at the first withdrawal was not pertaining to our school in a practical way. A feeling of 'this is what you should be doing' instead of 'let's look at the problems in your school' tended to be expressed by the lecturers. More satisfaction was gained from the second withdrawal.

The problem of finding sessions suitable for all participants was evident, as was the problem of choosing the best approach.

The program was unnecessarily formal in its requiring the chairman to be addressed as Mr Chairman/Mr Chairperson, and in the manner in which a vote of thanks was carried. Despite these concerns, the program fostered a friendly atmosphere among staff and made it easier for withdrawal teachers to ask for advice and help, especially new teachers.

> The program led to an integrating of ideas among members and a passing on of methods and teaching experience.
>
> More avenues of communication appear to have opened. Perhaps one is freer to talk over problems with some people, freer to enter their classrooms and admire work, etc.

Not all teachers felt so warmed by such effects of the Program.

> Perhaps at the time it meant more people thought more about procedures in the school but I feel all have quickly reverted to past ways if they changed at all.

Question 8: *What was the most useful/valuable aspect of the course to you?*

Teacher Responses

Teachers stated those aspects of the program that were of most value to them. They are listed from most often stated to least stated as follows:

(i) time for general discussion;
(ii) formation of school policy and procedures;
(iii) visits by specialists and parents;
(iv) detailed discussions of subject areas and grade levels;
(v) cohesion of staff teachers;
(vi) opportunity for self evaluation;
(vii) awareness of other teachers' ideas;
(viii) library workshop.

Teachers spoke of now having a more precise idea of the expectations for each grade. They enjoyed the frank discussions on school policy and its implementation.

> A school policy booklet was drawn up - a very valuable guide in all subject areas.
>
> The most useful aspect was in discussing subject areas, their presentation and evaluation, and problem areas including a classroom organization. I appreciated this because we shared ideas learnt from each other and discovered what was going on in other areas of the school.

One teacher found the period of time very useful for self-evaluation.

> It created an opportunity to evaluate what I was doing in the classroom, why I had been doing it, and it gave me many new and probably better ideas and approaches - some I'm now able to fit into my third term planning.

In trying to sum up the value of the Program, another teacher stated:

> I find it hard to assess the benefits of such a program. Anything that unites the staff is of benefit to the school, especially to the children. Most useful aspects include the various professional ideas (e.g. drama, evaluation) parental views, opinions of a high school teacher and recorded views of children. But on the whole as Dr Johnson says, 'People need to be remembered more often than they need to be instructed'.

Principals' Responses

Principals also valued most the improvement in interpersonal relations and attitudes. Other valuable aspects mentioned by them included the clarification of school policy, the development of a co-operative spirit, the development of an appreciation and tolerance of other's attitude, and the exchange of ideas both theoretical and practical.

> The most useful aspects of the course were the practical ideas gained in science and drama, language, arts, and mathematics. The most valuable was the verbal interaction - and the clarification of aspects such as school policy and the all-round expectations for the child.

Two principals spoke of the insights they had gained 'of staff teachers' perceptions of (the principal's) proper role and his actual role'.

Another principal spoke of his increased awareness of teachers' perceptions.

> The frank exchange of views and many ideas between participants gave me an insight into the thinking of staff members as well as senior officers.

Question 9: *Did any part of the course fail to meet your requirements? Explain.*

Teacher Responses

One teacher expressed frustration which stemmed from the very strategy of the Whole School Withdrawal Program.

> The Department via the inspector had preconceived ideas of what teachers should do. If the teachers disagreed with this and wanted to change, they couldn't, because it was against departmental policy.

Six teachers offered no comment on aspects of the course which may have disappointed them. Those who did comment spoke of two main failings - the irrelevance of some of the sessions and the lack of participation in discussions from some teachers.

> The topics chosen (and the staff had little choice in this due to higher level discussions) were not what I would have liked.
>
> There was too much lecturing and theory - not enough pratical workshops.
>
> I found that not all the teachers voiced their opinions.

Expressions of disappointment about their course came mainly from those teachers whose school had decided to participate in the 'Co-operative School Evaluation' course. They experienced a certain amount of difficulty in interpreting the meaning of many of the questions to be answered and found the terminology used in the booklets in need of extensive translation.

Some teachers questioned the value of the course.

> I think Co-operative Evaluation may be necessary, but I do not feel that it can adequately replace genuine advice and assistance given in the classroom by inspectors, principals, and other experienced teachers. To me, this appears as the chief role, especially of a principal and is far more important than theorizing.

One further disappointing aspect of the program for many teachers resulted from the inability of both lecturers and participants to remain with the topics for discussion.

> The sometimes aggravating part of the course was that discussions meandered so far off the topic sometimes that it was difficult to stay interested, let alone enthusiastic.
>
> Some of the visitors did not stick to their requested subject matter and time allocations.

Principals' Responses

There was some disappointment stemming from an incompleted subject session at two schools. No total school policy on the subject was clarified.

> We did not complete the Language Arts program because lecture time took longer than we had planned for.

Two principals were not happy with the results of group discussions.

> Probably the most disappointing aspect of all was the group discussion. Individual staff members really didn't have much more to contribute to than had already been presented at staff meetings. The two sessions therefore based on staff participation were rather poor.

> I was somewhat disappointed with the session where we depended on the staff alone for inputs. The staff on the whole were reluctant to express opinions in these sessions or to offer solutions to some of the problems raised.

One principal suggested that perhaps the Whole School Withdrawal Program should have made more use of the teachers' own expertise - that discussion on resources and tests that they themselves had found very useful could have been included.

Another principal was able to draw a comparison between two Withdrawal Programs he had been involved in.

> From my point of view as administrator the withdrawal achieved most of what I planned. However, it was not the kind of withdrawal which endears itself to staff teachers. It was too concerned with educational philosophy and rationale for their tastes (at least I suspect so). As principal, I have participated in another withdrawal at my previous school. This previous withdrawal was very popular with the teachers because no external pressure was brought to bear or externally imposed guidelines involved.

Question 10: *Has any follow-up to the course been planned/initiated by the organizers, you or other participants? Give details.*

Principals' Responses

Four of the five principals gave details of follow-up courses which were either planned or had already been implemented.

> We had a three-day withdrawal in March and a one-day follow-up in June. We shall be having another follow-up day in October.
>
> Sub-committees with separate chairmen are now monitoring the various developments suggested.
>
> One lecturer is to return to the school to work with the children. Probably in 1978 there will be a curriculum area studied in depth over a couple of days.
>
> We hope to complete the Language Arts program at subsequent staff meetings. We hope to exchange teachers with high school staff on occasions to promote further understanding.

The fifth principal said that no follow-up courses had been planned because of insufficient time. He thought some sort of follow-up desirable.

> Certain matters of policy in particular were decided on in principle. A follow-up is essential to ensure that this discussion is not lost without further thought.

Inspector Response

The inspector stated that follow-up courses were, so far as he knew, only carried out where he had re-visited the school.

He expressed concern over the evaluation of the program by administrators.

> I believe that this program is a fragile thing. I believe that too much apparent concern about what the school gained from it on the part of the administration could militate against success - it could be seen as another instrument of surveillance.

Teacher Responses

From teachers' responses to this question, it is apparent that each school has given thought to the need for follow-up activities to the program. Some follow-up is formal as in the one-day Withdrawal Program (involving in-service replacement teachers again), other activities occur without disruption to the 'normal' running of the school. The table below lists these follow-up activities from most to least planned (or already implemented).

(i)	one day seminar;	9
(ii)	subject sub-committees formed (regular meetings);	6
(iii)	plans drawn up at the Whole School Withdrawal Program completed and implemented;	6
(iv)	continuation of ideas introduced at Whole School Withdrawal Program	4
(v)	external resource personnel returned to offer assistance;	2
(vi)	kits ordered for the school.	2

Only four teachers seemed unaware of plans for any follow-up to the program. One thought a follow-up course unnecessary; the other three stated their hopes that discussions initiated during the program would continue, and agreed that some follow-up was essential.

Teachers have commented on incidental changes in their school resulting from discussions during the program. For example, teachers in one school now make greater use of their library facilities during school time. In another, the staff room facilities are to be improved, and a third resulted in a playground duty roster being adopted.

Where the Co-operative School Evaluation has been adopted, follow-up after the introduction of the program continues for three years, the duration of the course.

Teachers recognized the benefits in having 'further time to ponder over other matters' prior to the follow-up activities.

> One follow-up day has been held. It was more useful and practical as we had had more discussions and were more business-like. Another follow-up day is to be held in October or November.

They commented also upon the value of the first program in assisting the planning of a second withdrawal.

> A school's first withdrawal will probably not be as effective as later ones. Teachers will gain experience and be more definite in who attends as lecturers and the number of these people. They will also have more of an idea of what they want to discuss.

RESPONSES TO THE QUESTIONNAIRES (IN-SERVICE RELIEVING TEACHERS)

Nine out of ten in-service relieving teachers responded to the questionnaire. The years of teaching prior to their in-service relieving teaching experience are as follows:

Years of teaching	Number of teachers
less than 1	0
1 - 3	2
4 - 7	1
8 - 11	1
12 - 20	2
20+	3

Question 2: *Would you comment on why you accepted the opportunity to work as an in-service relieving teacher?*

Six of the nine in-service relieving teachers were nominated for their replacement role by their school principal, the other three volunteered for the position.

Most in-service relieving teachers regarded the position as an opportunity to broaden their own knowledge and experience of other school systems. A few welcomed the chance to get to know more than the same thirty children in one year or to see more of the town or district. Others expressed a desire to offer assistance to what they considered a worthwhile scheme. Only one in-service relieving teacher stated that he was told to be the in-service relieving teacher because nobody else wanted to.

As a general rule, teachers selected to fill the in-service relieving teacher role were appointed to the task for a whole year. They were involved not only in the Whole School Withdrawal Program, but also in replacing teachers who were participating in the long-term courses, the 4-5 week In-depth Curriculum Studies Program and the 12 week Whole Term Release Program.

Questions 7 and 8: *What was the most useful/valuable aspect of the training course to you? Explain.*
Did any part of the training course fail to meet your requirements? Explain.

Most of the in-service relieving teachers began the year by attending a two-week training course run by the inspector of schools, in preparation for their task of releasing a whole school staff for about one week. In the first week, teachers participated in an interpersonal relations course, an adaptation of the Interpersonal Communications Program (IPC). They found this a very worthwhile exercise, and commented that it helped them to get to know the other members of the group. Seven of the in-service relieving teachers commented on the success of the IPC Program in forming them into a united group able to co-operate as a viable staff.

In the second week the teachers entered into discussions on broad curriculum areas and subject areas for grade levels. Lectures were given by inspectors, principals, and advisory teachers. Some time was also devoted to the role of the in-service relieving teachers in the school. All in-service relieving teachers considered the two-week period adequate for their needs, three in-service relieving teachers stated that their training had given them them the confidence to teach any grade, and two felt they were more aware of problem areas in teaching, the need for better communication with others, and of new curriculum material.

Although two teachers regarded the period of time as a two-week holiday break, one teacher who received no training at all said he would have liked to have attended a training program.

There was some criticism of the training course but nothing of any major consequence. It included complaints about the lecturers repeating what teachers already knew and not being very stimulating.

Question 10: *Would you comment on the preparation made for your arrival at schools involved in the Whole School Withdrawal Program.*

The in-service relieving teachers were all able to speak highly of the preparation made for them prior to their taking over classes.

> The help given by regular staff and principals was usually excellent.

They remarked on the confidence children and staff expressed in their acceptance of the replacement team. Three suggestions for further preparation were offered. One teacher asked for more details about children who were in need of remedial tuition. Another suggested that the regular teacher draw up a program of tasks which pupils could be asked to complete if the in-service relieving teachers found difficulty in executing any section of the set work. A third in-service relieving teacher would have liked plans of each school together with plans for playground duty areas.

Question 11: *Give examples of the benefits and problems of having a team of replacement teachers in a school during the Whole School Withdrawal Program.*

Benefits

For the in-service relieving teachers. The in-service relieving teachers commented on the tremendous advantages of working as part of a team of replacement teachers (most in-service relieving reachers remained as members of the same team during the year). The development of a team spirit was appreciated, particularly because in-service relieving teachers were able to ask unhesitatingly for assistance from each other.

Some commented on the opportunity for gathering new ideas because they were able to observe how others handled a variety of situations and how different schools operate.

> One sees new ideas and teaching plans and techniques and organization; new reading and maths methods. One's expectations of children change.

For the school. Most in-service teachers appreciated that the teachers being released from their classes were then able to involve themselves in the discussions of school policies, problems, and curriculum, free of classroom obligations.

> Teachers feel more relaxed when they do not have to be concerned about leaving classes.

To the students. When offering comments on the reaction of pupils in the school to the Whole School Withdrawal Program, almost all in-service relieving teachers referred to the benefits of variation in their routine.

> The pupils experienced other methods of teaching and a new face around and seemed to enjoy it.

The children readily accepted the in-service relieving teachers. They were well briefed in the week prior to the Whole School Withdrawal and felt that they may also help the visiting teacher to maintain the organization of their own classroom.

In some schools the Program was conducted on three days in one week and completed on one or two days at some later time. The in-service relieving teachers looked forward to returning to these follow-up days. On each occasion, in any one school, every effort was made to give them the same class - to ensure that 'feeling of belonging'.

> I have found that these children are pleased to see you on your return to that school.

Problems

For the in-service relieving teachers. The role of in-service relief teaching carries with it a number of disadvantages. The teachers lack association with a particular school. They also suffer the disadvantages of never really getting to know a class of children - there is no longer that satisfaction of watching a class progressing nor is there the opportunity for becoming involved with individual children to the extent one can over the period of the year.

> I felt the lack of personal knowledge and involvement with individual children.

The feelings expressed were of no great concern to most of the in-service relieving teachers as they were aware of the temporary nature of the replacement role.

For the school. Some reference was made to rearrangements necessary for running the Whole School Withdrawal Program and the minor disruptions to school routines. However, the slight adjustments to be made were not seen as creating insurmountable problems.

For the children. A small number of in-service relieving teachers stated that children felt the lack of a personal relationship with the in-service relieving teacher. For the majority, however, there were no concerns at all that the children might be suffering. One in-service relieving teacher observed a change in the children's attitude with the length of time she spent with them.

> Most of the children seemed to like it - especially the one-day withdrawal. For longer periods (4-5 days) children become restless to a degree towards the end. The novelty of change wears off.

Question 12: *Would you comment on your experience as an in-service relieving teacher as a form of in-service education in itself?*

(a) in the classroom situation;
(b) as part of a team of in-service relieving teachers.

When the pool of in-service relieving teachers was formed, it was envisaged that the role of a replacement teacher would provide some form of in-service education for the in-service relieving teacher in his work in a number of schools in one year. In-service relieving teachers were asked to comment on their classroom experience during the year.

> I have learnt a number of new methods of doing certain lessons and widened my view of the whole teaching spectrum.
>
> I realise I am happier teaching in the traditional one-teacher/one-classroom situation rather than in team-or open-teaching situation.
>
> Having taught different classes made me more aware of what was going on in schools.
>
> I have noticed some good ideas which I shall incorporate in my teaching.
>
> The experience of teaching different grades was very helpful. Stagnation sets in when you teach one grade for several years.
>
> I have gained some idea of how other classes are organized and function.

It was agreed that they had experienced a form of in-service education during their visits to a number of different schools and grade levels.

In-service relieving teachers were also asked to comment on their experience as members of a team of replacement teachers. In responding to this question seven of the nine stated their appreciation of the good rapport among team members. One in-service relieving teacher commented that 'because we knew one another we found it much easier to discuss problems relating to certain problems of child management and also ways of putting across particular concepts'.

Another in-service relieving teacher found greater interaction between the team members and a willingness to share ideas and experiences - more so than regular staff members are prepared to do.

The inspector of schools summarized his observations of the scheme involving in-service relieving teachers in schools during a Whole School Withdrawal Program.

> I have seen these teachers at work in a number of schools this year and they fit very well. After an hour it is difficult to believe that they are not the regular staff.
>
> Their interest in the class they take over could not be better and this both principals and staff have commented upon.

> Parent reaction to them has also been good. Principals do an excellent job in preparing the community for the whole withdrawal exercise and the presence of the in-service relieving teachers in the school.
>
> In-service relieving teachers feel they have grown professionally in this work and they become ambassadors for ideas they pick up as they move from school to school.

Question 14: *Have you been involved as a replacement teacher for teachers attending other courses? Give details.*

In the Darling Downs area there is a pool of some twenty in-service relieving teachers from which the teachers associated with Whole School Withdrawal Programs are taken. In-service courses relying upon replacement teachers are organized at the regional level to ensure maximum use of all in-service relieving teachers for the whole year. Eight of the nine in-service relieving teachers responding to this questionnaire had replaced teachers attending other courses, in the main the 4- and 5-week In-depth Curriculum Studies courses.

> I had one grade for a month while the teacher was at a Social Studies course and another grade for a month while the teacher was at a Science course.

Another teacher who has been doing in-service relieving work since January 1975 reflected:

> During three years I relieved five other teachers attending 12-week courses, and five teachers attending 3-5 week courses.

As a general rule, the in-service relieving teachers were attached to their own school to take the classes of colleagues attending courses. Two in-service relieving teachers expressed a preference for replacing teachers on the longer courses.

> I prefer this type of relief work as the period of time on the class is longer, say 3-5 weeks, and more can be achieved.... Work left for these periods of time was carefully planned and explained.

The organization of replacement staff was not without its own problems. One in-service relieving teacher registered his dissatisfaction.

> When teachers didn't attend courses because of various reasons our job was nothing. We sat in staff rooms correcting books, etc. - very boring work. For this reason, many of the relievers have become disenchanted with the whole idea of being a relieving teacher. I know I have. I always thought a teacher was there to teach, not to count rubbers and pencils and things like that.

Question 15: *Has your experience as an in-service relieving teacher resulted in any change in your attitude towards your own teaching?*

For seven of the teachers questioned, their experience as in-service relieving teachers has resulted in some changes in their own attitudes. In particular, they feel less reluctant to try new ideas and have gained more confidence in implementing new ideas simply because they've been able to observe them in operation. In the words of one teacher, 'it was like a refresher course'. One in-service relieving teacher commented on having gained the confidence to teach any grade and any subject area. Another said he's become aware of his own shortcomings by observing shortcomings of other teachers. Only one teacher stated no change had resulted in his attitude towards his own teaching.

Question 16: *Are you looking forward to returning to your own classroom?*

Five teachers responded positively to this question, three negatively, and one was uncertain.

Two in-service relieving teachers were looking forward to returning to the routine of teaching their own class, to having regular teaching periods.

> It will be good to teach five days a week and feel you are earning your money.
>
> Having had one year out as a local reliever and this year as an in-service relieving teacher, I will be happy to settle down to a routine again.

Another two were keen to return to their own classes because of the lack of satisfaction in teaching for short periods of time experienced.

> Due to the short periods of relieving (one day or one week) one gains the feeling that one cannot achieve much in the time. Children whom one would like to help improve are given an initial start but one cannot follow the work through.
>
> In the relieving teacher situation, pupils do not accept the visiting teacher as 'their' teacher. There is tolerance without complete co-operation.

One in-service relieving teacher was eager to try out some new ideas.

> I would like to carry out some new ideas and use different approaches - ones I had never thought about before seeing the effects in other classrooms.

Three in-service relieving teachers who said they were 'not yet' ready to return to their own classrooms gave as the only reason the benefits of observing teaching programs and school routines in a variety of schools.

The teacher who was unsure about his readiness to give up the in-service relieving teaching work commented:

> After teaching lower grades for the first time in a long while, I could do more in this field. I've seen some beautiful rooms and very attractive (and appealing) teaching areas. I'm tempted to stray to their seemingly 'greener' pastures.

Summary

In summing up their experiences, three in-service relieving teachers said they had enjoyed their work and had benefited from it. Others, although in agreement, remembered in addition to the benefits those days when one was made to feel like a replacement teacher and left to complete the dull jobs.

> I enjoyed most schools - except times as a 'fill-in' teacher on odd days and replacing a teacher in a team teaching situation. These are the places where you're really made to feel like a replacement who is not responsible in decision-making but has to do all the slogging uninteresting chores.

The in-service relieving teachers have enjoyed the benefits of experience gained from visits to a variety of schools. The disadvantages of the role they have filled have stemmed from the temporary nature of the job.

> The worst feature of the job is that whilst I have come to know lots of children I have no permanent relationship with any one group of children and my personal fulfilment and job satisfaction are limited as a result.
>
> This job can be rewarding when relieving for a long period of time, say 3-5 weeks. Sometimes, however, I feel that I am just 'baby-sitting' for a day.

There has been considerable increase in the in-service relieving teacher's understanding of his own role as a classroom teacher as a result of his work as a replacement teacher.

> I have become a little more confident with most classes. The work has also given me a tolerance for the difficulties pupils experience through the grades.

Such benefits to the in-service relieving teacher will, no doubt, produce some influence upon his classroom teaching and therefore upon his pupils' progress.

DISCUSSION

Although most school-centred in-service activities are initiated from within the school, the Whole School Withdrawal Program has been an externally-initiated Program centred at the school level. External organization has been essential for the success of the Program, to assist in particular in making available the pool of in-service relieving teachers, and further in initiating and planning suitable activities. The most important concept underlying the strategy of the Whole School Withdrawal Program is the involvement of a team of in-service relieving teachers in releasing a whole school staff from their classroom responsibilities for a period of two to five days.

On program planning, it is not surprising that many teachers have called for greater relevance of the program to their own needs. Nor is it surprising that follow-up discussions in which teachers have been involved in planning such activities, are generally rated more highly by teachers than the original program.

There is no conclusive evidence from this small study to support generalizations, but it is interesting to note that, while most teachers valued above all the time made available for discussions, principals found such interactions less than stimulating. For, although it is never expected that all staff members of one school should find value or benefit in the same aspects of any program, this is not to excuse the problems brought about by planning courses that may have no relevance to the immediate needs of a whole school staff. It may be worth considering appropriate program design which encourages planning by a group of interested personnel. For example, a group consisting of teachers, the principal, parents, and resource personnel (preferably those connected in some way with the school) could be set up to plan activities and methods for such a program. In schools where sub-committees had been formed to plan and implement follow-up courses to the withdrawal program, the problem of relevance had been solved. Yet one needs to explore further the gap that exists between teachers and principals, for an understanding of their different needs may provide the key to planning a school-centred program which would suit both groups.

As teachers' involvement in planning and organizing activities for the program increases, and the evidence suggests that this is already happening, the program should move towards a school-initiated program. The common topics for discussion outlined in the Dore/Logan survey will be regarded as guidelines only, and schools will indeed be able to plan for activities appropriate to their own needs, not only for follow-up courses but for the program itself.

It has emerged that teachers see as important that school-centred activities occur only when the school perceives a need. The views of one teacher provide a suggestion which schools may wish to consider.

> The idea of a withdrawal could be extended to all schools to cover the last two or three days of the mid-summer vacation or the first two or three days of the school year. Teachers could either resume duty a little earlier than usual, or pupils could return to school a couple of days later. This idea would allow new staff members to become more familiar with their schools before taking over their classes. If any schools need further withdrawal later in the year, principals of such schools could then apply to the Department for further time.

There were some remarks about the need for periodic withdrawals, that benefits of the program are worn away by the return of the whole school to the daily routine. This suggests again that school-initiated programs should be planned to meet the perceived needs of the school staff as these needs arise.

That the withdrawal program is in fact a meeting of school staff provides no argument, but there are two important points to make. Firstly, it was apparent that the staff of each school recognized the need to meet together for a continuous period of time. Secondly, both teachers and principals recognized the benefits of including external resource personnel at their 'meetings' and involving students in demonstration classes staged during the program. The average staff meeting dealing with the day-to-day administration of a school falls far short of the potential in the long-term planning and organization of their school.

19 - SELECTED SCHOOL-CENTRED ACTIVITIES

In this chapter, short descriptions are given of some of the school-centred activities that have been approved by development committees and supported with Schools Commission funds. The programs were chosen to give some idea of the range and diversity of the activities that have been funded over the past few years. Government and non-government, primary and secondary schools are represented. Information about the activities was obtained from questionnaires, discussions and documents.

GOVERNMENT SECONDARY SCHOOL, WESTERN AUSTRALIA

A two-day conference was held at the end of 1976 in school-time, when students had left the school or were occupied with examinations. The conference, entitled 'Evaluation of our school and "the system"', was for first- and second-year teachers.

Aims

(i) Through the critical evaluation of the present situation in this school to develop the school's policy and objectives.

(ii) To draw up an induction strategy for first-year-out teachers at the school in 1977.

Planning

The deputy principal of the school had expressed concern about young teachers and their problems - more than a quarter of the staff were teachers in their first or second year out. The idea of providing help for these teachers through a school-centred in-service activity was aired at a staff-meeting, and was given staff support. A second-year teacher offered to act as organizer, and formed a volunteer planning committee with himself, the principal, and a first-year-out and second-year-out teacher. The conference topic was chosen from ideas suggested by staff.

A program was drawn up and circulated to the participants several weeks before the conference. In order to help speakers focus on areas of common interest, participants were asked to comment on the following items.

(i) Things I don't like about the school.

(ii) Things I don't like about 'the system'.

(iii) In a progressive school one would find....

Activity

The conference program included discussion and workshop sessions and talks by first-year-out teachers, principals, and the regional education officer. A policy statement was drawn up for first-year-out teachers in the school the following year.

Strong approval of the conference was expressed by participants. Young teachers appreciated the opportunity to discuss common problems with their peers, and to participate in a forum situation to discuss school aims.

Effects of Activity

As a result of the conference, senior staff were made aware of the particular problems of the young teacher.

> At the November conference administration staff were embarrassed to think that past organization had given first-year-out teachers such a rough time. (principal)

To alleviate this situation, some aspects of school policy were changed. It had become apparent at the conference that the greatest strain experienced by new teachers was the supervision of classes during the first week of the school year.

It was decided that the last two days of the summer holidays and the first two days of term would be devoted to the induction of the first-year-out teachers. The principal and district guidance officer led a discussion with these teachers, who were given folders containing information about the school, and excerpts from the talks given by young teachers at the conference. Senior staff were allocated to the first-year-out teachers on a one-to-one basis, and helped them to prepare a three-day unit of work for each of their classes. The situation was eased for new teachers by dismissing the students at lunch-time on the first two days, and introducing a timetable rehearsal on the second morning to enable teachers to briefly meet their classes. The 1976 conference was to be followed up with a senior staff in-service conference in 1977, which would incorporate discussion on the problems of the young teacher, the organizer's report of the previous conference, and the success of the induction program.

CATHOLIC PRIMARY/SECONDARY SCHOOL, NEW SOUTH WALES

This school, with classes from kindergarten to Year 12 (K-12), is divided into three sections, each with its own campus; its development activity could be regarded as an inter-school as well as single school program. The 'Staff Improvement Program' took the form of two-day activities held each term from September 1976 - September 1977. Out of the first program, an introduction to the concept of education for change, arose the theme for the other programs - the development of a career education program for the school.

Aims

(i) To acquaint teachers with the impact of technological change and to alert them to the need for on-going education in their personal and professional development, so that they will be equipped to cope with the rate of change (first activity).

(ii) To develop a career education program
- to examine reasons for establishing the program (second activity),
- to structure a program relevant to the needs of the school (third activity),
- to review and evaluate the program and plan further implementation in 1978 (fourth activity).

Planning and Activity

The program co-ordinators were the principals of the three sections of the school. The program was initiated by one of the principals, as a result of her experiences earlier in the year on a study tour of America (funded by the State Development Committee).

The program format was similar for the four activities, with outside speakers, and group workshop sessions and reports. At the conclusion of the first program, staff were asked to make evaluative comments and to complete the statement, 'This school would be a better school if ...'. Most of the staff wanted to see a greater co-ordination, understanding, and dialogue established between the three schools to provide an integrated education for the students. It was felt that a repeat of the two-day in-service activity would help achieve this goal, and as a consequence the later in-service days were planned. Staff suggestions on changes in format were incorporated in the later programs.

Prior to the career education programs, the staff undertook some preparatory reading and held meetings to discuss the forthcoming programs.

> The objectives of the course were clearly outlined and discussed at separate meetings with the course co-ordinator present at all meetings. The benefits that could be expected to flow from the course were listed and discussed and were seen as logical developments of the earlier in-service course. (co-ordinator)

A career education sub-committee has been formed in each of the school sections to further this aspect of education for each section and for the school as a whole. People from different careers have been invited to speak to senior students, excursions have been undertaken, and student work experience encouraged. As long-term career education was seen to involve basic attitude formation in pre-school and junior school grades, plans were made to involve parents and teachers at that level as well as in the higher, more job-oriented grades. Parent-teacher meetings, mothers clubs, and Parents and Friends meetings have been used as a forum to explore the concepts of career education. A fuller career program and continued meetings are planned for 1978.

CATHOLIC PRIMARY SCHOOL, VICTORIA

In 1975, the Victorian In-service Education Evaluation Project team undertook detailed studies of 20 in-service programs funded by development committees in Victoria. One of these was a school-centred program for the staff of a Catholic primary school. Two years later, in 1977, a member of the evaluation team paid a visit to the school to talk to the principal and staff (the majority of whom had been there in 1975) and to see if any longer term effects of the initial program were evident.

*Summary of 1975 Program**

The two-day program was attended by all seven teachers at the school and the principal. The program focused on cultural development through the curriculum, in particular through the use of a thematic approach based on a reading scheme. The staff felt there was a great need for this type of program to help the children in their school, many of whom had culturally deprived home environments. The principal organized the program, and all staff were involved in its planning and implementation. During the two-day program, several teachers from other schools were invited to talk about their experiences of curriculum evaluation and thematic teaching, and group and individual work sessions were held, using the facilities of the venue, an Education Department Demonstration Unit.

---

* For a more detailed discussion, see Victorian In-Service Education Evaluation Project (VISEEP) (1976a). *Detailed Studies of In-service Education Programs*, pages 14-20.

All staff felt that the program's goals had been achieved, in the better understanding of cultural development, the production of units of work, and the creation of a feeling of co-operation and team-work among the staff. After the program, the implementation of the thematic approach was discussed at weekly staff meetings.

The following comment was made by the evaluator at the conclusion of the detailed studies report on this program.

> It would seem that this program made a contribution not only to staff development but also to co-ordinated curriculum development, and that its effects would last beyond the current year. (VISEEP, 1976 a: 20)

Follow-up Visit, 1977

Staff discussions of units of work with a thematic approach continued at meetings until the end of 1975 and through to the beginning of 1976, when it was decided that each teacher would follow through her own program. Occasional reports on approaches used were made at later staff meetings.

The principal reported that the staff continued to work closely together in a way that was not possible before the in-service program.

A number of things going on in the school in 1977 could be traced back to the earlier in-service program in cultural curriculum development:

(i) Individual teachers enriched their reading schemes by including pictures, tapes, excursions.

(ii) A Special Studies room was set up, with the help of a library grant and money-raising efforts from staff and students, providing for music, drama, and literature. An application had been made to the Schools Commission Innovations Program to expand this area into a multi-purpose learning centre.

(iii) Part-time teachers had been appointed in music, speech and drama, and for the library.

(iv) Teachers continue to use the Demonstration Unit and to consult staff there.

(v) Individual teachers help new members of staff to develop their own thematic approaches to reading.

ORGANIZATIONAL DEVELOPMENT PROGRAM FOR SECONDARY SCHOOLS, VICTORIA

At the end of 1976 the Curriculum Standing Committee of the Technical Schools Division, Victorian Education Department received approval from the

State Development Committee to develop and offer an in-service education package to secondary schools in 1977. The following extract is taken from a circular that was sent to schools by the Curriculum Standing Committee, explaining the details of the package.

> A team of consultants is being trained to assist schools in planning and conducting in-service activities around topics such as those listed above (e.g. transition, curriculum development and evaluation, school structure, community involvement), depending on the needs of the schools involved.
>
> The consultants would assist the participants in problem analysis, consensus decision-making, and development of change strategies. The team would look after most of the organizational details in setting up the program.
>
> This new package offers an integrated approach dependent on the participation of Primary and Secondary schools, State and Independent schools, administrators and teachers, central and local support services all taking a united approach to the task.

There were two parts to this program - the training of the consultants, and the use of the consultants to conduct school-based organizational development activities. The program extended over a year and incorporated a process of on-going evaluation.

Fifteen consultants from the Curriculum and Research branch of the Education Department undertook the training course (half a day a week for 20 weeks) in interpersonal skills such as problem-solving, communication, and decision-making. Course leaders were personnel from the Technical Schools Division.

Half-way through the training course, the school-based part of the program began. Thirty schools replied to the circular, and three were chosen to participate in the program, all technical schools.

The consultants were divided into three groups, one for each school, called intervention teams. It was their responsibility to approach the schools to familiarize themselves with the problems the schools had in mind when they made their applications. The program followed different paths in the three schools. The overall aims of the intervention program were:

> (i) to increase the level of participation across the staff in organizational decisions ;
> (ii) to enhance the capacity of the school to recognize and propose solutions to particular organizational problems;
> (iii) to enable teachers and administrators to understand better each other's concerns.

To follow one school's progress, an in-service day was held at the school to help staff identify the areas of major concern in the school. Consultants conducted communication and problem identification exercises with the staff, who were divided into small groups. At the end of the day six broad areas of concern common to the whole group had been isolated, such as curriculum, administration, communication, and school environment. A group of teachers (all staff were involved) was allocated to each of the six areas; each group met one afternoon a week (after 3 p.m.) for about a term to consider one or more of the problem areas that had been identified under the broader headings. The consultants came to the meetings if they were invited - their role was not to lead, but to help the group processes run smoothly.

At the end of the year, another in-service day was held when each group made a report to the staff with recommendations for action. Some recommendations were accepted by the staff, others rejected and returned to the groups for further consideration.

Towards the end of the year, the program organizers circulated a one-page questionnaire to teachers, asking for comments on the nature and worth of the major outcomes of the project thus far. Both positive and negative comments were made.

> Staff in general are more aware of the problems which face the school and of the possible solutions which may exist. Communication between staff and between different areas has been improved.
>
> The school has been given the opportunity to review, pull to pieces, and reform its organization and decision-making structure.
>
> Emphasis on problems has led to increased uncertainty and lowering of staff morale. People are still looking for solutions from 'without' (i.e. by consultants, etc.) rather than from 'within'.
>
> The main causes of the problems in the school are not structure, curriculum, working conditions, etc. but personalities. When the intervention team leaves the school, the power game will take over, as it has operated over the past three years, and things will return to 'normal'.

The external project evaluator was concerned about the long-term effects of the program because of the possible lapse after the intervention team has left, and because staffing changes in the new year could cause disruption. He felt that within the present centralized education system (with control of appointments and promotions located outside the school) only small organizational changes could be accomplished. Nevertheless he thought that the organizational development skills were useful ones for teachers to acquire, and that the exercise had increased the decision-making capacities of the staff.

GOVERNMENT PRIMARY SCHOOL, TASMANIA

In June 1977, a two-week seminar was held at the school, involving not only the staff from the school but also fourth-year students and staff from the Tasmanian College of Advanced Education (TCAE).

Aims and Planning

The TCAE wished to try a new approach to block teaching practice with fourth-year students. After discussions between TCAE and school staff, a joint program was developed with the following aims:

(i) To place more classroom responsibility on trainee teachers.

(ii) To free supervising teachers for a sustained period of personal professional development.

The school applied to the regional development committee for funds to conduct the professional development segment of the program. Staff meetings were held to discuss the development program, and the following areas of general need were identified - reading (beginning reading, diagnosis and remediation, extending better readers) mathematics (grades 3-6), audio-visual equipment (classroom use, extension of resources available to school), art and craft (workshop on techniques), and personal development (teachers to observe sections of the school other than their own).

Activity, and its Effects

There were two in-service sessions a day (9.30 - 11.50 a.m., 1.15 - 2.45 p.m.) for most days of the two-week program, covering the identified areas of need. Some of the sessions were specifically arranged for young teachers. One session was devoted to school aims and objectives, and another to a preliminary evaluation of block teaching practice. Sessions included lectures, workshops, discussion groups, demonstration lessons, all of which were organized and chaired by teacher volunteers. Session leaders and speakers included consultants, tertiary educators, and teachers from other schools.

Teachers reported that the fourth-year students were capable and confident in their assumption of responsibility in the classroom, the children responded well and gained from the exposure to a diversity of ideas, and no adverse comments were received from parents. Staff and students from TCAE felt that the experience had been a valuable one, and well worth repeating.

A list was drawn up by the teachers of the lessons learned from the operation of the program, so that changes could be incorporated in any future development program planned for the school.

> The fortnight was too organized - despite a limited range of topics we still bit off more than was good for us.
>
> Time needs to be allowed for teachers to follow-up on individual needs and interest - this follow-up could well take teachers away from the school (e.g. STC Library, Language Arts Centre, Museum etc. etc.)
>
> Administrator/Teachers need to allow time to administrate.
>
> This type of seminar is ideal for staff interaction - informal discussions and workshops stimulate this better than lecture type activities.
>
> Some session leaders would have benefited from being on their home ground.
>
> Participating teachers who visited and/or taught grades other than their own agreed that this was an eye-opening experience.

20 - DISCUSSION

What are the lessons to be learnt from the experiences of school-centred teacher development described in the preceding pages?

Firstly, school-centred development must guard against being too insular. It is important to have input from an experienced source external to the school at some stage in a school-centred program. The 'experts' must be recognized and accepted by principal and staff - imposed authority has too often brought a negative response from staff, stemming from undue emphasis on general, theoretical, irrelevant aspects of a program topic. Inspiration must not be allowed to develop into dependence, as was feared might happen in the organizational development program with the intervention team of consultants. The main impetus for continued development must come from the staff because outside help may not always be available.

Secondly, a school-centred activity must have clear, valid, realizable objectives if it is to achieve anything of educational consequence in the school. The objectives must not be stated in vague, glib, or gimmicky terms. It may be necessary to have outside help for this purpose in the early stages, although in most cases it is the staff members themselves who can best determine desired and relevant directions for a program. Activities which do not have clear objectives may end up going around in circles achieving nothing, or deteriorating into a fun weekend or a verbal party.

Thirdly, doubts have been expressed about the possibility of effecting real structural change in a school because of the restrictiveness of a centralized education system which controls appointments and promotions. Certainly some principals appear to be ill-equipped to handle change, and feel threatened by the prospect of democratic decision-making. However, it is apparent that there are principals who are coping very competently with this part of their job and are well-regarded by their staff. The situation can only improve as word spreads of successful school activities (principals associations are effective communication channels), and more principals take advantage of the increasing number of courses being offered for administrators.

Fourthly, it is essential that staff be involved in the whole in-service process, from planning through implementation to follow-up. The Whole School Withdrawal Program in Queensland highlighted the difficulties that could be encountered when staff are not involved in the initiation or planning of an activity - principals and inspectors planned the program and rated their own contributions highly, but they were lowly regarded by the staff for whom the activity was planned; principals felt that staff discussion periods brought a disappointing response, perhaps to be expected with an imposed program, a possibility recognized by the principal who felt he should have made greater use of staff expertise in his school program.

School-centred development activities, when successfully conducted, appear to bring about a marked increase in staff cohesiveness and commitment. The cohesiveness results from a better understanding of teachers as people as well as professionals, and of work at other class levels and from the democratic non-hierarchical environment of an in-service activity (particularly when held away from the school). The commitment comes from the knowledge that the program directly affects every participant, and that decisions made or material produced during a program can and will be implemented or used. Therefore real achievements have been recorded in school organization, policy, curriculum, and resources.

The Development Program has made a significant contribution to the progress of school-centred teacher development. Teachers have been aware of the need for such development - the financial support of the Program has provided the time, the release from school pressures, and the resources necessary to meet the need. The philosophical lead given by the Program has resulted in interesting experimentation and, in many schools which have run a funded activity, a pattern has been established of regular in-service activity and continuing teacher development.

PART FIVE: LONG-TERM COURSES

There are descriptions of six long-term courses of more than two weeks duration, partly or wholly funded by the Development Program. The aims and nature of the courses are outlined, and the effects of the courses on participants are discussed.

A study is presented of the 1975 and 1976 Whole Term Release Program in Queensland, which was funded by the Development Program.

21 - INTRODUCTION

Most of the activities funded under the auspices of the Development Program have been short courses of one to five days' duration. When the Program began in 1974, few people involved in in-service education had the time or the expertise to initiate and organize longer courses. The exception was Queensland, where the Development Committee, acting on the findings of a survey of teachers' needs (Queensland, Department of Education, 1974), devoted a large portion of its allocation to eight and twelve-week non-qualificatory professional development courses.

By 1976, all State development committees, with the sanction of the Schools Commission, were providing financial support to courses for accreditation of up to one year. Most of these were courses already in existence in tertiary institutions, such as special education and library training.

The Schools Commission *Report for the Triennium 1976-78* pointed out that there were alternative approaches to long-term courses.

> As far as length of courses is concerned there is a gap between courses which receive formal accreditation and which sometimes seem unnecessarily long - and the brevity of nearly all other courses. Courses varying from one month to six months in duration could make possible a significant development of the skills of large numbers of classroom teachers, particularly if operated on the basis of sandwiching a period of application of skills between course work. (Australia. Schools Commission, 1975: 186)

The triennium report was not accepted by the federal government, and a second report was published in 1975 for 1976. The Commission was forced to amalgamate Teacher Librarian development funds (1976) and Special Education development funds (1977) with the Development Program funds, in order to achieve the flexibility envisaged in the triennium report. The amalgamation of funds meant that development committees had more funds available for replacement, and extra funds became available for long and short courses.

By 1977, several States had introduced new courses of one month or more, and there was an increase in the number of two-week courses offered. These courses tend to be more closely linked to the development needs of teachers rather than to the requirements of employing authorities.

Development committee and teacher opinion was varied on the topic of longer courses.* Most members of development committees (particularly at the State level - regional committees, except in New South Wales, cannot afford to fund long courses) were in favour of long courses as an effective means of teacher development. Some non-government members were concerned about the difficulties of replacing teachers in their schools for extended periods of time. The special allocation of replacement funds had gone part but not all of the way to help these schools.

The majority of teachers have not been involved in longer courses for professional development (as distinct from longer courses for qualificatory purposes), and they do not think that such courses would be worth the time, effort, and disruption to classes. The minority of teachers (those who have participated in longer courses) are strongly in favour of this strategy, when the courses are relevant to their school situation. The longer duration of these courses gives teachers an opportunity to undertake more intensive study or experimentation, which is likely to have a more lasting effect.

---

* For more detailed discussion, see chapter 12.

The following chapters are devoted to a sample of longer courses which have been totally or partially funded by the Development Program. They vary in length from two weeks to one year, and cover a range of subject areas. Six of the courses are discussed briefly, and one in greater detail. The information was collected through interviews, observation, questionnaires, and discussion sessions with participants and organizers.

22 - OUTLINES OF SOME LONG-TERM COURSES: THEIR NATURE AND EFFECTIVENESS

COURSE FOR THE LEARNING ASSISTANCE TEACHER, WESTERN AUSTRALIA (1 TERM)

In 1974 the principal of a special school was appointed to organize an in-service course in special education, housed at Mount Lawley College of Advanced Education, supported by Schools Commission funds. In 1976 the College took over the course as a post-graduate diploma course, and the ex-principal applied to the State Development Committee for funds to support a term-long course for the Learning Assistance Teacher.

The purpose of the course was

> to provide a service that will allow more children to cope with academic programs in their regular school class while minimizing withdrawal and other forms of segregation.

The Learning Assistance Teacher in the school would help children and classroom teachers in diagnosis of learning problems and the development of instructional programs with appropriate materials, within the classroom structure rather than outside it.

Aims of the Course

(i) To increase understanding of why children fail.

(ii) To improve ability in the assessment and evaluation of basic skills.

(iii) To develop skills in initiating appropriate structure programs based on the evaluation of educational need and subject to continuous assessment and re-evaluation.

Participants

Twenty-eight teachers enrolled for the course, some from Catholic schools, most from government primary schools. The majority were teachers of more than twelve years' experience, many deputy principals. Nearly all had been actively involved in other in-service programs.

Fifteen of the participants responded to the questionnaire sent by the writer in which they were asked to give their reasons for attending the course. The reasons given were to update skills in behavioural analysis, diagnostic testing, and remediation, in order to be able to help others on the staff.

Nature of the Course

The course entailed attendance at two days of lectures a week, covering the areas of behaviour analysis and strategies, language development, literacy skills, numeracy, evaluation and assessment. In addition, at least one day a week was required for the practical application of the course skills in the participant's own classroom, under the supervision of college staff. The other two days each week were spent in normal classroom/school duties.

Only one respondent experienced difficulty in finding a replacement teacher. A few teachers felt that the children found it hard to adjust to two teachers; some other teachers found that their methods were different from those of their replacement. The rest of the respondents (more than half) experienced no difficulties with their replacements.

Most respondents to the questionnaire were satisfied with the duration of the course, and felt that the format was a good one because the new knowledge they were acquiring was immediately supplemented by practical experience. Nearly all respondents felt all three aims had been successfully achieved, although a few would have liked more in-depth study or help in particular skills, and one participant completely rejected the behaviour modification theory that formed the basis of the course, and thus found nothing of value in the course. Other suggestions for changes in the format were the inclusion of more group discussion/workshop sessions following lectures, and making it a full-time course (three days of lectures, two of practical work) to avoid the problem of a teacher's loyalties being divided between course and class.

Effects of the Course

Course tutors continued to visit participants in their schools after the course had finished, to give help and advice, and a follow-up meeting of tutors and participants was planned for the following year.

In most of the schools, the other teachers displayed interest in the course and gave their co-operation to the Learning Assistance Teacher. In only three schools did the staff show little or no interest. The twelve Learning Assistance Teachers in the other schools felt that there had been changes in their own attitudes and practice. These changes can be summarized as follows:

Able to give practical help to other teachers in dealing with learning difficulties	5
More competent to assess and plan remediation	3
More positive teaching, with emphasis on reward and reinforcement	2
New role in school	2
More aware that teachers are accountable for what and how they teach	2

The organizer of the course compiled a report of one Learning Assistance Teacher's experiences and achievements over a six months' period, summarized as follows:

> Assistance was provided for the twelve classroom teachers, the two ancillary teachers and the language teacher. The Learning Assistance Teacher was involved in the planning for a mathematics workshop room (Mathematics laboratory approach), for changes in the cluster area mathematics organization, and for materials helpful for language development. The Jean-Louis placement and diagnostic mathematics tests were introduced to the school and used from years two to seven, being particularly helpful for new admittances in a very transient school population, for pinpointing difficulties for those weak in mathematics, and for initial testing in the individualized open mathematics area planned for years two and three. Staff meetings were held, also one parent meeting and an address and

discussion with the Parents and Citizens. Contact was established with the Graylands College of Advanced Education, with the Curriculum Branch, Migrant Education and of course maintained with the Mount Lawley College of Advanced Education. Student teachers on one term practicums were assisted.

ORGANIZATIONAL PROCEDURES FOR ADMINISTRATORS, WESTERN AUSTRALIA (2 WEEKS)

The course was held in Term 3, 1976, and had 28 participants (principals, deputy principals, and principal mistresses), 21 from government schools, seven from non-government schools. Course leaders and speakers were mainly tertiary lecturers and school principals (government and non-government). The program was varied - it included lectures, discussions, workshops, film, visits to schools and the Education Department. The following topics were considered - self-awareness, decision-making, school policy, community involvement, alternative approaches to learning, understanding the adolescent, the school and the law.

Twenty-one participants replied to a questionnaire sent after the course. Most frequently mentioned reasons for attending the course were a need for self-improvement (new administrators), to evaluate school's administrative program, and to meet and talk with other administrators.

In most cases the participant's absence was coped with inside the school, with an extra load being carried by senior staff; in some schools relief staff were brought in.

Participants thought that the length of the course was appropriate. As might be expected with such a variety of content, praise and criticism were expressed of the same aspects by different people. The most frequently mentioned positive aspects of the course coincided with pre-course expectations - exposure to new ideas, and discussion with peers - so that the course was regarded as successful by a majority of the respondents.

Participants were asked to comment on the attitude of other members of staff before and after the course. Most of the respondents had been given firm support by staff for attendance at the course, and for the implementation of ideas afterwards - only one mention was made of staff resistance to ideas. All respondents stated that the course had brought about changes in attitude or practice. The changes specified included more consultation with and delegation to staff, reassessment of priorities and formulation of new policies, receptiveness to new trends, better understanding of student problems, ideas from course used as a basis for school in-service activities, and parent involvement. One participant commented that this was the best course he had attended in fifteen years of teaching.

CCET COURSES IN MUSIC AND LANGUAGE, TASMANIA (1 YEAR)

Discussion sessions were held with teachers who had done, or were doing, the CCET (Centre for Continuing Education for Teachers) courses, Music in Education and Language in Education. The participants in the first course were infant, primary, and special teachers from government and non-government schools; the participants in the second course were infant, primary, and secondary teachers, again from all systems.

Most of the people who undertake the CCET courses do so for qualificatory purposes. The members of the discussion groups felt that it was a pity that they were known primarily as courses for qualifications, because all teachers would derive benefit from them.

> You start doing the course strictly for qualifications and end up finding that it's really relevant to your teaching. The professional development benefit outweighs the qualifications angle, which is just an initial carrot.

CCET courses are usually held one evening a week for a year, sometimes incorporating day seminars during the school holidays.

The CCET operates from the Southern Teachers Centre (with branches in Launceston and Devonport), which also houses Development Program activities and administrative personnel. There is close liaison between the two programs, although the CCET receives little financial support from the Development Program - only for its whole-day seminars.

Participants in both courses approved the timing schedule of one evening (or late afternoon) a week. In the language course, this allowed time for reading, writing and thinking between sessions, and in the music course it allowed time for practice and experimentation in the classroom. Both groups felt it was beneficial to work with the same people for an extended time - the interaction both inside and outside course hours took some time to develop, and then became increasingly productive as the year progressed.

The courses were very different in orientation, the language course being largely theoretical/academic in emphasis, while the music course had a more practical emphasis, but participants in both courses were equally explicit in outlining the relevance of what they were learning to their teaching.

> It's the practicality of the course that strikes me most - not all up in the clouds, but linked to what you're doing at school.
>
> (music)

> The children are benefiting greatly - they're enjoying the different things I'm able to take back to them, things that I'd never have thought of myself, and far removed from anything I learnt in my own training.
>
> (music)

> I have been able to develop a music program for my class, something I would never have had the confidence to tackle.
>
> (music)

> I was in an open teaching situation and didn't like it. This course has shown me why children need to behave as they do in this situation.
>
> (language)

> Learning how children's language develops during their primary school years has helped me to present the language program more successfully in the secondary school.
>
> (language)

> This course is a great help to people who, like myself, trained years ago when there was no emphasis on children as individuals and how they learn.
>
> (language)

Having listened to teachers in other States complain about the irrelevance of up-grading qualificatory courses, it was refreshing to hear the enthusiastic comments of Tasmanian teachers about the CCET courses.

INFANT TEACHERS REFRESHER COURSE, TASMANIA (2 WEEKS)

The two-week refresher courses were held in Burnie and Launceston in 1976, organized by infant consultants. Discussions were held with the course participants in Burnie and the organizer of the course in 1977, and with the consultants who had organized the Launceston course.

The courses were aimed at teachers who had not been specifically trained for infant teacher, or who had been away from the classroom for some years. The course participants met for one week, and then five consecutive Fridays. Participants in Burnie felt that this was a useful format - two consecutive weeks would have been 'too much to cope with mentally', and the breaks enabled teachers to experiment in the classroom. However, they felt that returning for a single day was not altogether satisfactory - there was not enough time to discuss their problems of the previous week as well as absorb the new information that was to be presented to them. To overcome this difficulty, the organizers in 1977 changed to a 3-4-3 days format with a month between each block.

The course consisted of lectures, practical sessions, and school observation visits. Participants agreed that the course helped them to co-ordinate their own old methods and ideas with new ideas and trends, and gave them knowledge and confidence to sort out the useful from the useless. They were in disagreement about which aspect of the course helped them most - some would have liked a more theoretical emphasis, others a more practical emphasis (in fact, the course for this year has been made more practical in orientation). Many felt that the best sessions had been the observation of infant classes, and a talk by an infant teacher about her own experience and work in the classroom.

At the end of the course, the participants felt that, although they had covered the general area well, they had not had enough time for the discussion of individual problems. They asked for a follow-up session to be arranged, and the regional development committee funded a two-day seminar in Term 1, 1977. A consultant acted as course leader and provided the information and materials that were requested, and led group discussions. The participants were very pleased with the outcome of the seminar.

> I've been amazed at what's come out of these two days. It took us several days to feel at ease with each other the first time, but now we know each other, and have a common ground on which to base a discussion with the ideas and methods that we've put into practice after the first seminar.

The consultants who ran the course in Launceston reported a follow-up initiated by the participants. At the end of the course they expressed a desire to go on meeting, so voluntarily came along to the teachers centre on Saturday mornings. The consultants initiated their own follow-up by visiting the teachers in their schools to see how they were getting along.

Too few courses, of both long and short duration, introduce a follow-up component into their format, although it is apparent that when this does occur a needed consolidation and reinforcement results.

REMEDIAL EDUCATION COURSE, VICTORIA (6 WEEKS)

The initial idea for this course, the first of its kind in Victoria, came from some members of the State Development Committee. An organizer with experience in the area of remedial education was appointed from Hawthorn Teachers Centre, and the activity was approved and funded by the State committee. A six-week course was also approved in music education.

Four courses were planned for 1977, with 30 participants in each. There were 200 replies to the initial advertisement, and a waiting list had to be immediately drawn up. Participation was invited from primary and junior secondary schools in all systems. The representation in the second course for the year was as follows:

government primary	11
government secondary	7
government technical	2
Catholic primary	12
Catholic secondary	1
independent	1

Included in these categories were migrant teachers, special teachers, infant teachers, and an apprentice teacher from the Melbourne College of Textiles. Several of the participants came from country schools. It was required that participants should be practising classroom teachers with at least three years experience, and have no formal qualifications in remedial education. No principals or vice-principals were accepted.

Discussions were held by the evaluators with the organizers, and with the participants in the second course.

Aims and Planning

The information sheet sent to potential applicants listed the following aims and objectives for the course

> The Aim is:
>
> To provide selected teachers from primary and lower post-primary grades in Victorian Schools with an understanding of, and experience in, advanced theoretical and practical aspects of remedial education in classroom situations.
>
> The Objectives are:
>
> At the conclusion of the course participants will, using concepts, procedures and materials considered during the course, in a regular primary or lower post-primary class situation, be able to:
>
> 1 Determine the existence and nature of a remedial problem, either potential or actual, in a learning situation;
>
> 2 Isolate the general and specific probable causes of the problem;
>
> 3 Plan, organize, and implement a program to remediate problems; and

4 Assess the success of the remediation program
   (a) solving the pupil's difficulty, and
   (b) reaching the set objectives.

A steering committee, comprising representatives of the various divisions across the three school systems, was set up to advise on and supervise the planning of the courses. A grant was obtained from an Australian Government Special Education source to enable a library of books and tests to be provided for the participants.

Surveys were made of principals associations to test the feasibility of the scheme of releasing teachers from their schools. The results of these were largely positive. Liaison was established with Education Department divisions, the Catholic Education Office, Demonstration Units, Hawthorn Teachers Centre, and the principal and staff of the host schools in which participants were to spend one day a week as part of the course. Letters were sent to district inspectors and consultants asking for the names of suitable personnel to act as discussion leaders, lecturers, and demonstrators. A team was finally assembled for the first course, with people from Hawthorn and Toorak Teachers Centres, Demonstration Units, the Catholic Education Office, ACER, SPELD, and the Montessori School. After considerable discussion, it was decided (and experience proved the decision a valid one) that the same course was appropriate for both primary and secondary teachers.

Course

The course was planned to cover the following areas - learning theory, psychology in the classroom, readiness, reading, mathematics, sensori-motor programs, testing, assessment, and reporting. The approach to each topic area incorporated the following methods:

theoretical background:	discussion/tutorial sessions;
demonstration:	use of TV, model lessons and visits;
practical application:	use of skills in micro-teaching and classroom situations.

For their one day a week of school experience, participants were sent in pairs to government and non-government schools, usually to a system or level with which they were not familiar, in order to broaden their experience. They carried out a program of testing, diagnosis, and planning which was

> in many cases to the great benefit of the particular children, and in every case to the satisfaction of the class teacher and the principal. (organizer)

In the first course, the emphasis proved to be too theoretical for the participants. Organizers had thought that teachers would welcome a break from the classroom to sit, listen and talk.

> The lecture program proved to be something of a misjudgment on the part of the organizers, who see now that subsequent courses will need to be redesigned to allow for more work of an activity nature. The classroom teacher, paradoxically, becomes tired from sitting around too long. (organizer)

The second course, in consequence, contained a much higher proportion of practical work, making greater use of classroom teachers and of the Special Education Units.

In the second course the lectures were appreciated by participants as part of a balanced program - when asked to rate the eight method components of the course, participants rated lectures third, behind 'informal interaction with participants' and 'sessions taken by participants'.

The latter component was a new one introduced in the second course by the organizers, who had been so impressed by the enthusiastic participation of the teachers on the first course for the following reasons:

> (i) a genuine concern on the part of the participants for the plight of the child who is failing in school;
>
> (ii) the ability on the part of these teachers to meet on common ground, to discuss their problems, and to share ideas and methods. This is an opportunity which the classroom teacher all too infrequently gets;
>
> (iii) the highly commendable social entity which became apparent within the group during the progress of the course;
>
> (iv) the inter-systemic nature of the course, involving teachers from various divisions across three school systems. (organizer)

In the second course, each participant presented a class paper, and this proved to be one of the most popular and successful parts of the course. According to the participants (and the organizers) the relationships that developed during the course, and the interaction and exchange that resulted, were probably the most important contributing factors to the course's success. The interaction, they felt, had been so fruitful because of the heterogeneous nature of the group, encompassing as it did teachers from all school systems and levels.

Participants in the second course were satisfied with the range of topic areas, but some would have liked an additional component dealing with parent/teacher communication.

Effects of the Course

After the first course, the organizers sent participants a letter signifying that they had successfully completed a six-week remedial course, a list of lecturers and resources used on the course, together with availability details, and a collection of ideas presented by teachers on the course.

Speaking of the nature of the course's achievement, the organizer said,

> The aim of the courses is not so much to send the participants away at the end of each six-week period with a compendium of 'recipes' which will bring about some sort of instant 'cure' for what ails the remedial child, but rather to bring about some change of attitude and expectation towards the failing child on the part of the teacher. It is the opinion of the organizers that this is in fact what is happening.

This statement is reinforced by participant opinion - they felt that the principal achievements by the course had been to bring about a change in their attitudes and a greater insight into the problems of the failing child. Most participants said that the course had motivated them to undertake further study in remedial education.

Participants were asked to comment on the situation in their schools before and after their attendance at the course. The organizers had anticipated that replacement would be a problem, but this proved not to be the case - some relief teachers were needed and obtained, but in many cases no replacement was necessary, or alternative arrangements were made within the school. Most of the participants reported that a co-operative and interested attitude towards remedial education was held by other staff members in the school - only one participant reported direct opposition.

Three months after the conclusion of the second course, the organizers made arrangements for a reunion of the participants, at the latter's request. A month or two later, another reunion was held by the Catholic Education Office, to which participants from Catholic schools were invited as well as any other course members who wanted to go along - this had also been done after the first course.

At the reunions, teachers discussed what they had been doing in the school since their return, and sought each other's and the organizers' advice on problems they had encountered. Most of them had been used by other members of staff as referral points for remedial problems.

> The main result of the course has been that staff now regard me as an authority on remedial education because I have done a six-week course - unlike short courses where you go back to school talking about this and that but nobody really listens, because what can you learn in two days? But six weeks is different.

Teachers spoke of the changes they had made at their schools.

> A quiet revolution has taken place in my school. Two of us have now done this remedial course, and we have spent a lot of time talking to members of the Humanities department.
>
> We brought along some people from a Special Education Unit to speak to them, which made a big difference, and it has gone on from there - teachers are now concentrating on skills rather than content.
>
> We are undertaking large-scale curriculum planning in the school, and I am able to incorporate the knowledge I gained from the course to help restructure the curriculum along different lines.
>
> I have introduced a new reading scheme - the vice-principal was opposed, but I stood firm, and he is prepared to listen because I went on the course.
>
> I ran a course twice a week for six weeks for the infant teachers in the school. I could never have done this before - I wouldn't have had the confidence to push what I believed in.

It was apparent that not only had the participants acquired the knowledge and attitudes for which the organizers had aimed in the course, but they had also acquired the confidence to implement changes which they considered necessary at their schools.

IN-DEPTH CURRICULUM STUDIES PROGRAM, QUEENSLAND (2-5 WEEKS)

The In-depth Curriculum Studies Program, funded by the State development committee in Queensland in 1976 and 1977, was one component in a total in-service strategy, which also included school co-operative evaluation, Whole School Withdrawal*, Whole Term Release*, and Curriculum Development Teams.

The In-depth Curriculum Studies Program provided 750 teachers from government and non-government primary schools with the opportunity to attend a full-time course for two or five weeks, based on the teaching of Language Arts, Reading, Mathematics, Science, Social Studies, or Art. Two courses a term were available in five regions.

In the State system, replacement staff were made available from a pool of 200 In-service Relieving Teachers. The Catholic Education Office had to find and pay for relief staff in Catholic schools.

Three leaders in the field of in-service education in Queensland undertook an evaluation of the curriculum studies program, and published a report at the end of 1977 - Logan, Carss, and Dore, *Report of the Evaluation of the In-depth Curriculum Studies In-service Education Program.* All the information about the program and its effectiveness that is presented hereafter comes from this report, which based its findings on the results of questionnaires to course participants, principals, and organizers, and informal autobiographical reports from teachers and inspectors.

Aims of the Program

The following aims were documented in the program evaluation:

> The purpose of the program was to better enable teachers with recognized competence and a keen interest in a specific subject area to develop increased knowledge and expertise to assist in school-based programs. It was not the purpose of the program to develop 'change agents' who on returning to their schools were expected to introduce markedly different programs. Rather it was expected that participating teachers would be better able to contribute to the solving of problems by their enhanced ability to critically analyse a situation and also by their being able to introduce new principles or practice into school programs. This would be achieved through the advice they would be able to give and through examples they were able to set in their own teaching. (Logan, Carss, and Dore, 1977: 2)

It was intended that all the courses should be based on a teacher-development model rather than a teacher-defective model.

Implementation of the Program

The program was initiated by the head office of the State Education Department, but course planning and organization was carried out at the regional level, mainly by inspectors and advisory teachers. Because of the haste with which the program had to be implemented, the regional people saw it as an imposed rather than a co-operative model, and some misunderstandings (e.g. about participant selection criteria, course content, and expected outcomes) and tensions resulted.

---

* These strategies are discussed in detail in chapters 18 and 23.

Each school in the region was invited to nominate one teacher for each course. Selection procedures in schools varied from self-nomination and staff selection to principal co-option. Course participants were selected by regional office staff from school nominations.

Participants were not involved at all in the planning of the courses, and in most cases they had little detailed knowledge of the course and what might be expected of them on their return to school. The nature and purpose of the courses had been explained to school principals, but apparently they failed to communicate this adequately to the participating teachers.

Inspectors and advisory teachers formed the core staff for most of the courses and their contributions were highly regarded by participants. Visiting lecturers and workshop leaders came from schools, tertiary institutions, curriculum and research branch, private enterprise, and the local community.

The duration of the courses varied, but the most common pattern was four weeks of course work, followed by three days back in the school, and a further two days on the course. During the three-day school visit, the participant acted as a resource person with no responsibility for class contact. Initially teachers had returned to their schools for one day a fortnight, but the procedure was altered because it was too short a time to make worthwhile contacts with other staff, and their colleagues

> misinterpreted these visits as an administratively convenient way for them to be paid. (Logan, Carss, and Dore, 1977: 11)

The initial courses were mainly in subject areas, although a few regions later offered non-subject based alternatives, such as transition, human movement, and environment studies.

Course Methods and Operation

Modes of operation varied from course to course - some were formally structured, concentrating on lectures, workshops, visits, and demonstrations; others were more task-oriented and functional. As the program progressed, there was a trend towards the latter approach, largely in response to participants' reactions. A ranking of course activities by participants showed that they found contact and discussion with other teachers, study and classroom use of curriculum resources, and preparation of plans and materials the most worthwhile activities. The least worthwhile activities were thought to be extended theoretical discussion and lectures - although core staff were well-received, the contributions of visiting staff were sometimes found to be 'irrelevant' because they had not been well enough briefed. Opinions about the worth of visits and demonstrations were polarized. From participants' comments, the program evaluators concluded that

> .... if visits are arranged, course organizers need to incorporate them as an integral part of a unit within the course. That is the visit should be seen as a focusing or illustrative activity interacting with other related activities rather than as an isolated venture. (Logan, Carss, and Dore, 1977: 17)

Effects of the Course

After their return to school, participants were asked to fill in questionnaires from the program evaluators. Twenty-one activities were listed in which participants could have been engaged, and twenty-six sources of influence. Participants were required to record whether these influences, where applicable, had been positive (encourager) or negative (discourager) for each of the activities undertaken. The strongest encourager influences were materials from the course, knowledge of resources inside and outside the school, knowledge of teaching methods and ideas, the principal, and advisory teachers. The strongest discouragers were time available (the most frequently mentioned of any of the influences), the school's lack of in-service activity, and the school's organization for curriculum development. Strong encouragers tended to be weak discouragers and vice versa, but some influences were both strong encouragers and discouragers, such as the attitude of other teachers, knowledge of colleagues' teaching interests, and self-confidence.

The program evaluators pointed out that the stronger discouragers were outside the teacher's control, while the encouragers were internal to the teacher. The evaluators felt that the results of this questionnaire indicated a lack of emphasis in the schools on organizational factors.

> Taking teacher attitude, knowledge of colleagues, the principal, organization of time for school-based curriculum and teacher development as a cluster of factors, underlines the importance of organizational climate on each participant's in-school activities and suggests the need for in-service education in the area of school management. (Logan, Carss, and Dore, 1977: 22)

Participants were also asked to indicate the extent to which they actually became engaged in each of the activities, and the extent to which they would have liked to become engaged. In most cases, the highest ratings for both categories were given to the same activities (i.e. participants wanted to become more involved in activities in which they were also highly engaged), such as

> discussing informally with other teachers your particular area of specialization
>
> helping an individual teacher with program planning
>
> organizing and preparing activities, resources, excursions, materials, etc. in your area of specialization for use by your colleagues
>
> updating your own knowledge relating to teaching in your area of specialization through reading, studying curriculum materials, attending courses etc.

The program evaluators commented on the range of activities undertaken by the participants on their return to school, mostly at their own or their colleagues' initiatives. The evaluators made further comments on the areas in which participants needed support, and the overall deficiencies in the program strategy.

> Activities which require organizational support, e.g. helping groups of teachers with planning, running work sessions, working on a course development team, are engaged in less than the teachers would like. However it seems that greater use of the course participants' expertise could be made by school administrators, creating opportunities for school-based development activities. The neglect of the organizational development aspect of the total strategy

> at the State, regional, and school levels has had an injurious effect on the strategy. (Logan, Carss, and Dore, 1977: 24)

Participants were asked to state what they felt would be the most valuable type of four-week in-service program for teachers. Considerable support was given to courses such as the in-depth curriculum studies courses they had undertaken. Others that were mentioned were work experience in other schooling institutions and in the community, and the opportunity to work within their own schools on program development.

The program evaluators concluded their report with a list of fifteen issues for consideration that had emerged from their evaluation, linked with the maintenance and improvement of the Program (see Appendix VIII).

23 - WHOLE TERM RELEASE PROGRAM, QUEENSLAND

During the period of two years from the beginning of 1975 to the end of 1976, long-term courses were offered to primary teachers throughout Queensland. These twelve-week courses, known over the two-year period as the Whole Term Release Program, were based at three non-metropolitan colleges of education; Darling Downs Institute of Advanced Education, Capricornia Institute of Advanced Education, and Townsville College of Advanced Education and one metropolitan institution, North Brisbane College of Advanced Education.

The Whole Term Release Program was devised as a method for professionally updating and personally refreshing those primary teachers who had left their pre-service training college some ten years earlier. Because it was a unique type of activity in the early stages of the Development Program, the national evaluation team decided to undertake a special study of the Whole Term Release Program.

DATA COLLECTION

Preliminary discussions were held with the co-ordinator of in-service education (primary), college lecturers involved in the Whole Term Release Program, the Queensland Teachers Union, and representatives from non-government systems.

Twenty questionnaires were sent to selected teachers who had participated in courses based in Toowoomba and Townsville during 1975 and 1976; half were returned. A follow-up interview with a group of six participants was held in Toowoomba, and a similar group interview held at North Brisbane. Organizers of courses in Toowoomba, Townsville, and North Brisbane were gathered together for discussions on the Whole Term Release Program. Further interviews were held with two members of the Primary In-service Standing Committee who were instrumental in the initiation of the Program.

The interviews were organized in order to gain some insight into issues surrounding the 12-week courses. These included:

(i) selection of participants;
(ii) replacement teachers;
(iii) participants' opinions of the course;
(iv) participants' return to their classrooms;
(v) influence of the course upon their teaching;
(vi) concomitant outcomes;
(vii) follow-up courses.

The guide for the interview with a group of course organizers included, in addition to the issues outlined for discussion with participants:

(i) planning courses;
(ii) staffing arrangements in colleges of advanced education (CAEs);
(iii) relationships between CAEs and the Department of Education;
(iv) type of participant;
(v) 'success' of the courses;
(vi) the role of tertiary institutions in teacher development.

Evaluation reports from Townsville CAE, North Brisbane CAE, and Darling Downs Institute of Advanced Education were made available.

BACKGROUND TO THE WHOLE TERM RELEASE PROGRAM

In November 1973, the Planning Committee for Joint Programs, formed as a result of recommendations in the Karmel Report, appointed a sub-committee to consider in-service courses for teachers and to recommend programs for in-service education.

The report of the sub-committee stated:

> A balanced program of in-service education should comprise courses and activities concerned broadly with personal and professional development and refreshment. Short technique courses should not become the main in-service activity. Planning and provision for long-term courses, therefore, must be made by employing authorities.
>
> It does not see such courses as credit-giving courses for upgrading teachers' qualifications but as refresher courses for upgrading their professional competence. (Queensland. Department of Education, 1974)

Support for the recommendation that extended full-time courses be introduced and funded was found in two earlier reports. The Murphy Committee (Queensland. Department of Education, 1971) considered that

> there should be a regular pattern of broad refresher courses for teachers after intervals of continuous teaching, perhaps in the order of seven years,

and suggested that

> such courses should be on a full-time basis lasting for about three months and provided by appropriate tertiary institutions.

Similar statements appeared in the James Report (1972).

At a meeting of representatives of classroom teachers, principals, the Teachers Union, the colleges of advanced education (CAEs) and the Department of Education held in October 1974, it was agreed that, using Schools Commission funds, the Department of Education could release up to 210 primary teachers at any one time during 1975 for in-service courses of an updating professional-refreshment nature.

At the second meeting of the group, in November 1974, more specific suggestions for course components were forthcoming. The suggestions included:

(i) a study of curriculum development based on educational philosophy and theory with some attention to subject integration;
(ii) an introduction to developmental psychology with some sociological study of the young child;
(iii) methodology with emphasis on innovation, open education, the use of instructional media and group procedures;
(iv) remediation by the classroom teacher;
(v) an examination of general educational issues and problems.

The negotiations between the Department of Education and the Board of Advanced Education resulted in courses following the same fundamental lines being offered at the Townsville College of Advanced Education, Capricornia Institute of Advanced Education, the Darling Downs Institute of Advanced

Education, and North Brisbane College of Advanced Education. The courses were to accommodate 25 primary teachers for twelve weeks, and were to be offered in each school term.

STAFFING

Some changes in staffing requirements of the colleges were necessary to accommodate an intake of in-service participants in addition to the pre-service student population. There was some variation in the arrangements made at each of the four colleges. At North Brisbane, for example, two additional permanent appointments were made, one as Co-ordinator of In-Service Education. Townsville CAE was the only other college where a co-ordinator of in-service education was appointed. In all colleges three additional staff were found in advisory teachers and other experienced teachers seconded from the Education Department. They assisted mainly in releasing experienced staff to work with the in-service groups.

In some colleges, staff were borrowed from the pre-service area to give lectures and run part of an in-service course; in others, staff were released from their pre-service duties to involve themselves full-time in the in-service area. Two resulting factors influencing the style of the courses offered in each college were the degree to which the college staff were personally committed to the in-service area, and the extent of overlap between pre-service and in-service areas.

One interesting variation was found in Toowoomba, where staff involved in the 12-week programs included the Director of the Toowoomba Education Centre who had been seconded from the Darling Downs Institute of Advanced Education to that position. For 2-3 days each week, 12-week participants were located at the Education Centre. There were recognized benefits in this strategy. Not only were participants able to involve themselves in the Education Centre but had at their disposal the facilities of both the Darling Downs Institute of Advanced Education and the Education Centre which is situated on the campus of the Institute.

Staff Influence upon Success of Course

At both Townsville and Toowoomba strong emphasis was placed on group dynamics, and interaction between participants and lecturers was highly developed. There was less evidence for this at Capricornia and North Brisbane.

The personality of the organizers influenced the direction of the courses as they were refined over the two-year period. In colleges where staff became personally involved with the participants, courses were seen to be very successful. Enthusiasm and ability for 'digging participants out of their well-developed ruts' have been important qualities in the more successful staff.

Although the practice of borrowing lecturers from the pre-service area may have resulted in an amount of fragmentation within a course, there were obvious benefits. The most interesting of these stem from the influence of pre-service and in-service education upon each other. At North Brisbane, for example, third-year, pre-service students, and twelve week course participants were caught up in discussions on education where the idealist and the realist were able to exercise influence upon each other.

No course was offered in Term 1, 1975 at North Brisbane College of Advanced

Education. This resulted from a delay in appointing the full-time staff, and requests by the staff, that one term be available for planning a suitable course. Other colleges however felt themselves under a certain amount of pressure from the Education Department to have their first course ready for Term 1, 1975.

COURSES

As the general aim of the Whole Term Release Program (to personally refresh and professionally update teachers who had completed their training some 8-10 years earlier) was adopted by all four colleges, it is not surprising that some of the component courses designed to meet this aim should appear in all colleges.

Diversification was found in the degree to which these component courses were covered and in the attitude of approach. In some colleges a group dynamics component was highly significant, in another a more theoretical approach was used, and in yet another an emphasis was placed on the production of educational materials which participants would use on returning to their classrooms.

TOWNSVILLE COLLEGE OF ADVANCED EDUCATION

In designing a suitable course, Townsville CAE was guided by the statement from the Briody report that

> a balanced program of In-service Education should comprise courses and activities concerned broadly with personal and professional development and refreshment.

In justifying this trend, the in-service co-ordinator at Townsville CAE added:

> Our assumption was that if we could motivate the teacher as a person then he would be able to embark on his own more effectively into the curriculum area - particularly as access to resource people in colleges and out would be readily available.

The teacher effectiveness component of the course covered personality and human relations, relying heavily on group dynamics with interaction and peer-group pressure to bring forth changes in a participant's self-concept and his attitude towards teaching. The course was supported by visiting lecturers, visits to schools, and by time made available to participants for exchanging ideas and experiences.

When asked about the Townsville courses, another organizer stated that

> no 12-week course has ever been the same, i.e. each course evolved according to the developing idea of a particular group. For example the first 12-week course was a fairly tight structure - very heavily timetabled - the last course was still structured but most of the structuring was done by the group and was closer to their needs rather than what organizers thought they should be getting. Initially this was quite a problem for a lot of teachers in that they weren't able to articulate their needs. They were fairly narrow-sighted, and needed us to help them, for example, to develop an individualized reading program for a particular grade.

DARLING DOWNS INSTITUTE OF ADVANCED EDUCATION (DDIAE)

Course organizers at the DDIAE sought guidance from the Karmel Report. Valuable background information was found in paragraphs 11.2 and 11.3.

> 11.2 The provision of continuing opportunities for the growth and development of the teacher's competence is particularly important when social and educational change is continually making current practices obsolete or relatively ineffective. Knowledge is being augmented and restructured at a rapid rate. Patterns are emerging in education which require quite different techniques and relationships from those of the traditional didactic one. In addition, the importance of the learner's view of himself and the effect upon it of the behaviour of the teacher and of relationships established among pupils is now widely recognised. This social dimension of the teacher's task requires special skill and sensitivity, far removed from the negative patterns of control once used to increase motivation.
>
> 11.3 The individual teacher is part of a team. Even when every staff member is functioning individually at a highly competent level, the overall learning program may still require adjustments on the part of each person. This is especially the case where open classrooms or team teaching have broken down the traditional isolation of teachers. Opportunities for teachers to come together to share experiences, establish areas of common concern and plan a co-operative attack on problems can contribute greatly to increased commitment as well as to increased competence. (Australia. AGPS, 1973)

They saw in the 12-week course, an opportunity to

> move from the idea of *in-service training* which implied and induced a narrow instructional approach, to the idea of *in-service education* ..... a more accurate description of the activities and courses to be undertaken by teachers at this institution.

In the search for a model they set down the following objectives for in-service education:

In-service education should enable teachers to:

(a) develop their professional competence and confidence;

(b) evaluate their own work and attitudes in conjunction with their professional colleagues in other parts of the education service;

(c) develop criteria which would help them to assess their own teaching roles in relation to a changing society for which the schools must equip their pupils.

The course designed to meet these objectives consisted of six main components covering areas from educational philosophy to teaching strategies and production of educational materials.

Two main themes developed out of the courses offered by the DDIAE, the acquisition of skills and change in attitude towards teaching, the second increasing in importance over the two-year period.

NORTH BRISBANE COLLEGE OF ADVANCED EDUCATION

Based on the statement from the report of the Murphy Committee,

> to provide teachers with extended and intensive professional refreshment courses in which, free from classroom responsibilities, they can review their practices and reconsider their objectives and the theoretical framework within which they operate. (Queensland. Department of Education, 1971)

the North Brisbane College of Advanced Education came up with five specific objectives. Their course would be designed

(a) to provide teachers with the opportunity to examine the underlying principles and philosophy of the current curriculum and method of the primary school,

(b) to assist teachers to become familiar with the underlying principles and philosophy of alternative curricula and methods,

(c) to stimulate teachers to develop curricula and methods in their own classrooms,

(d) to develop optimum attitudes to the teaching task and children by acquiring knowledge and understanding of child development and human relations,

(e) to encourage critical discussions of general issues in Australian education by the utilization of various disciplines related to education (Sociology, Philosophy, Psychology, and Comparative Education).

One of the most difficult problems encountered at North Brisbane CAE was to develop subject content and teaching processes to match the very diverse backgrounds of teachers entering each course. Their course design was developed mainly on a theoretical base and was for a group, some of whom had degrees and others who had followed their own pursuits.

PARTICIPANT INVOLVEMENT IN COURSE PLANNING

Communication between colleges and participants at the time courses were being designed in early 1975 was virtually non-existent. Only at North Brisbane during Term 1, 1975, when they decided against offering a course in favour of developing a suitable course structure, were participants involved in initial course planning. At each college during the two years, participants on one course had quite marked effects on the planning of the subsequent courses. Possibly more than any other group, those teachers selected to attend the first courses offered at each CAE influenced the development of later courses.

> We did have a meeting towards the end of the course to discuss just what we thought might be helpful or advantageous to another group coming in. We made certain recommendations. (participant, DDIAE)

As the colleges gained experience in running these courses, so each course was an improvement on the previous one offered, such that over the two-year period the reputation of lecturers and colleges had spread. Whereas in the first courses participants knew little more than the proposed course outline issued to them in a handbook prior to their first day of the course, this changed drastically. Participants in courses 5 and 6, i.e. Terms 2 and 3, 1976 knew not only the proposed structure of the courses, but which lecturers they would find better than others and the subjects they were to find most interesting.

The organizer in each case, to varying degrees, built into the program a degree of flexibility, allowing for each group to exert an influence upon the content and structure of its own program. Flexibility in programs was also seen to increase from Term 1, 1975 to Term 3, 1976 in some colleges (that is, as those with responsibility for the program design gained insight into the needs of the participants, so the program evolved). Notable developments appeared at Townsville CAE where, towards the fourth and fifth courses, organizers were catering for an individualized program as a component of the course.

Courses centred at Townsville made use of the individuals on course, inviting participants with a particular expertise to share their knowledge and skills and, in some cases, to run sessions of their own. In each group participants asked to be consulted on matters relating to their own particular needs or expertise.

In Toowoomba, despite the lack of a full-time co-ordinator of in-service education, the involvement of the (then) Director of the Toowoomba Education Centre and two or three committed lecturers from the DDIAE resulted in similar trends. One day per week was set aside as a planning day, a participants' free day. Organizers did not, however, see participants accepting an initiating role in the group.

Two teachers who were to participate in the first course offered at North Brisbane CAE in Term 2, 1975, were included on the Course Development Committee, and were thus able to put forward their views for an appropriate course.

ASSESSMENT

There was no formal assessment of participants made because no credit towards formal certification was considered for the Whole Term Release Program. In a section under the heading 'Evaluation' in its report of the 12-week courses, the North Brisbane College of Advanced Education stated:

> Some assessment of teacher progress and evidence of effective use of both scheduled and non-scheduled time will be incorporated in the course. To this end, a variety of evaluative techniques will be employed.
>
> However, as a major function of the course is professional refreshment, there will be less emphasis placed on evaluation than is usual in courses where the major function is the upgrading of teacher qualifications.

Assessment of teachers was outside the brief given the CAEs, although subjects were evaluated for the benefit of course organizers. This direction came in the guidelines set down for course organizers by the Department of Education when the Whole Term Release Program was initiated.

There was some external criticism of the 12-week courses over the lack of assessment, but the organizers were ready to defend their stand. Apart from making it very clear that the participants were extremely relieved at not having to face assessment, it was thought that the relationships built up between organizers and participants on courses provided an atmosphere of assisting, advising, and encouraging.

> Participants were encouraged to change themselves, their own style of teaching, their own classroom atmosphere.

In another CAE, each participant had to conduct a seminar on his particular area of interest or expertise.

Some participants expressed anger at the lack of accreditation. Many teachers had worked extremely hard, assignments taking many hours to be completed. They were quick to point out the unfairness of a situation which allowed a small percentage of participants to 'get away' with doing very little. They were able to console themselves only by reminding themselves that 'the more they put into the courses, the more they got out of it'.

One participant suggested that a certificate of attendance be issued. He thought that in-service courses should be credited as are courses in the army.

SELECTION OF PARTICIPANTS

The first groups of teachers in each of the four venues were selected by inspectors working through the Regional Officers of the Department of Education.

> Initially, the participants were invited by the Regional Directors to attend - the earlier participants 'had the finger pointed at them' as people who were in need of professional refreshment. (administrator, Department of Education)

One significant reaction from teachers was virtually limited to the first intake. This group did not benefit from the comments of those who had been before them, and some were quite suspicious of the reasons for being on the course. One participant stated,

> There were some feelings from those on the first course that they may have been picked .... because they were rebels in their schools.

There may well have been reasons for such suspicions in the minds of participants selected for the first of the twelve-week programs. Course organizers found themselves in a very difficult position when faced with the task of mounting the first course, stating as a major concern

> the very nature of the participants (the impregnables, the retreads, the malcontents plus a scattering of bright able teachers).

They agreed that 'the first course was the worst'.

Although there were cases where teachers were selected because they were 'rebels in their schools', 'nuisances', or 'incompetent teachers', it was generally accepted that participants were randomly selected from those teachers who had left college at least 8 to 10 years previously.

As one participant put it,

> I was probably one of the oldest staff and had been out the longest so I was offered the chance to attend.

Towards the end of 1975 inspectors were no longer selecting teachers, but asking principals to select from their staff those who would benefit from the course.

Factors Affecting the Number of Teachers Available for Selection

In 1976, the introduction of the In-Depth Curriculum Studies Program (see chapter 22) added new restrictions to the selection procedure for the Whole Term Release Program.

> Later, especially with the introduction of the In-depth Curriculum Studies Program (five-week courses), it was necessary to restrict the number of teachers on living-away-from-home allowances. The allowances for people on the Whole Term Release Program could be as high as $900.00 per person per course. (administrator, Department of Education)

New selection criteria resulted in

- identifying schools from which three teachers eligible for selection were available,
- restricting the schools from which teachers be selected to the four (4) metropolitan areas, i.e. Townsville, Rockhampton, Toowoomba, and Brisbane.

There had always been a percentage of those teachers eligible for selection who were unwilling to leave their families or to change their routines for a period of 12 weeks.

Although there was never a shortage of teachers who would like to have attended, the number of teachers who fulfilled the selection criteria requirements rapidly diminished.

The effect was seen in the difficulty Regional Directors experienced in filling their quotas for the course. Only by relaxing the requirement that teachers be more than ten years out of college were numbers maintained. The courses were now no longer catering for a large percentage of teachers who had been told they 'would do well to attend' the course, but for teachers who were asking to be allowed to attend.

> It got to a stage where teachers were asking to attend courses rather than being told to go. Places were being filled by those keen about attending the courses. (course organizer, DDIAE)

Selection of Teachers from Non-government Schools

The Whole Term Release Program was also open to teachers from non-government schools. In each region, a certain number of places on each course was to be set aside for these teachers.

The number of non-government teachers who attended the courses was very low. At one college, for example, only 5 per cent of the teachers came from non-government schools. Figures in the Townsville report on the 1975 courses show that no teachers from the non-government sector participated in courses in that year.

Contact was made between the Regional Offices of the Education Department and Catholic and independent schools in each of the regions. The greatest difficulty faced by these schools was that of finding replacement teachers. Where this problem was overcome, selection of participants was on a 'volunteer basis'.

> Attendance was optional. Anyone who wanted to have a crack at it could have the opportunity... (Independent school teacher).

Replacement

Discussions on the selection procedure for participants in long-term courses led to the question of the need for replacement teachers for the 12-week period.

In 1975, a pool of replacement teachers was created by the Department of Education with the prime purpose of releasing, from primary State schools, teachers selected to attend the 12-week courses. American teachers were recruited that year, swelling the total number of teachers in the State. One hundred in-service relieving teachers were appointed and were expected to serve their replacement role for a year.

Some interviewed participants commented on the replacement procedure.

> In my case they had an American teacher but in all honesty he was taken off the class. He was a degree person from USA but he hadn't had teaching experience. They finally took him off and one of our own teachers took over. The reliever was from within our school - from another grade.
>
> They just sent an extra teacher. He was first year out here (DDIAE). It worked out quite well because I had 2 weeks with him before I came away. We planned a lot of the work together and he took them for the three months I was away.
>
> The teacher replacement was an experienced teacher and continued in that role for the whole two years, relieving the teachers who were released for the whole term release program, i.e. the teacher was appointed by the DOE as internal relieving teacher for that school. As people were released he had to take that particular grade.
>
> Teachers on the staff were reshuffled.

When the Schools Commission set aside replacement funds for 1976 to encourage longer courses, those assisted most in Queensland were the independent schools who until then had found it almost impossible to become involved in the 12-week course.

> The big thing was that the Schools Commission was going to fund a replacement for the time I was away. Well that made a tremendous difference. Otherwise it's very difficult in our situation as we don't have relieving teachers. Someone who had already worked for us part-time took my place. (Independent teacher).

There were some difficulties encountered while teachers were being replaced. When staff members were absent because of illness or while on school trips, further replacement staff were not always easily found. In addition, teachers commented on the disruptive effect their prolonged absence had upon the children, particularly those in the infants grades. The majority of participants, however, felt that no problems had resulted from their absence.

PARTICIPANTS

Course organizers and teachers alike were aware that participants undertaking these courses would have completed their pre-service teacher training/ education courses ten or more years ago. It was generally realized that, in that time, some would have taken on university studies of an academic nature and that most teachers would have been exposed to in-service courses, in the main classroom-oriented.

> We know that the group of 25 participants in any one course would be from different backgrounds in both education and experience, and would therefore express different needs.
>
> On almost any dimension - needs, interests, personality, attitude, length of service, nature of service, academic qualifications gained since initial teacher education - each intake varied tremendously. (Course organizer)

Reaction towards Participation

Attending the course did mean a considerable change to the daily routine of some participants.

> I had to leave my family and could only come home on a few occasions ..... I felt 8-10 weeks would have been adequate.
>
> There was some apprehension about coming. I suppose I felt that I had a family to consider and I was 40 miles away .... so it meant I had to decide about that .... but I was well supported by my family and I did drive in every day ....

Some teachers were concerned about their inadequacies in the role of student.

> I was a little apprehensive .... as I'd been out of college for a long time .... pretty hopeless at coping with it.

One teacher from a Catholic school had her own reason for feeling initially unsure about attending the course.

> I was very apprehensive about coming. Usually State school teachers know one another but I felt like a fish out of water not knowing anybody. But I found it was really great.

Others expressed their feelings of obligation to attend.

> I felt incumbent that I should go. It was explained that if we'd been out of college for more than twelve years we'd run the risk of becoming 'old hat'.

Some welcomed the change.

> I was very pleased to be going. In normal circumstances it's very hard to get time to read.... This was a marvellous opportunity and I looked forward to it very much.
>
> I was looking forward to the opportunity of shedding teaching responsibilities temporarily and to updating my knowledge, reading more widely....

Others felt it was too long away from their classes and those responsibilities.

> .... concerned for the children in my class - especially those with some behavioural problems.
>
> .... annoyed because I did not want to leave a class mid-year.

When asked how other staff members viewed their selection for the course, they were thought 'lucky to be away from school during the long third term'. Other teachers were 'interested that someone from the staff was participating', and 'envious' of their opportunity to participate. A participant in one of the first courses said that 'no one had had experience in the situation ... the appointment met with approval and wonder at what the course would be like'.

EVALUATION OF COURSES: QUESTIONNAIRE TO PARTICIPANTS

Aims of the 12-week Courses

Opinions of teachers on the course, its aims, influences, and outcomes were sought by questionnaire. This chapter summarizes their responses. One teacher saw the following aims:

> (a) to give experienced practising teachers the opportunity to update their views and methods and
> (b) to gain better understanding of current trends in primary schools.

Most participants agreed that these were indeed the aims of the courses they had attended, a small percentage however, adding a further general aim:

> .... the chance to study particular aspects of our teaching in depth, discuss relevant views with other teachers, to broaden our reading.

A few teachers placed their own interpretation upon the aims of a course to include 'resting teachers from the constant pressure of teaching' and 'the social development of teachers as a group'.

All participants felt that the aims of their course had been fulfilled; whereas in some cases 'a good deal was left to the individual teacher to derive benefit from the course', in others it was felt that 'the personalities within the group' contributed a great deal to achieving the aims of the course.

Length of the Course

Organizers stated that the decision to make the courses 12 weeks long was quite arbitrary for, in terms of course aims, two weeks more or less would have made little difference. In the organizer's words, '12 weeks is a nice time for teachers to think about "where they're at" and "where they're going"'.

Most participants found the length of the course adequate. Participants who would have preferred the course to be longer gave one of two reasons.

There were those who found that too many topics were being covered in too short a time, and those who discovered interests of their own they would like to have pursued.

> Initially it seemed a long time but once I got into the swing of things I would have liked longer to pursue my studies and some areas had to be rushed.

The absence of participants for one whole term facilitated administrative arrangements for replacement teachers. This was particularly the case in non-government schools.

Suggestions for Course Improvements

Some participants thought the course was 'too broad and varied' and suggested that there should be fewer subjects treated more thoroughly. This view was shared by course organizers.

> Would it not have been better to have selected three subjects for in-depth study, divided the group of participants into three groups, and sent them back to schools as experts in a subject area? (organizer, March 1977)

Other suggestions from participants for improving the course included:

> (i) using the expertise of teachers on the course during discussion periods;
>
> (ii) spending more time on the practical areas and less on the theoretical;
>
> (iii) organizing courses for various sections in the school, in particular the infant teachers.

Valuable/Useful Aspects of the Course

Three aspects of the course were seen by most participants as having been very valuable.

Firstly, there was recognition given to the 'tremendous opportunities for discussion' with other teachers on course, and with the academic staff of the CAEs. Secondly, participants 'appreciated the opportunity to master all the gadgetry available in schools' and thirdly, they commented on the benefits of 'exposure to new ideas and access to excellent library facilities at the CAEs'.

One further benefit to participants was highlighted in a survey carried out in 1976 by the North Brisbane College of Advanced Education. From an 81 per cent response to their questionnaire, 87 per cent of teachers stated there had been 'significant change in their understanding of the educational process'. This result was very pleasing to the course organizers who interpreted this as reflecting support for the strong theoretical emphasis that had been placed on the course.

Failure of the Course to Meet Participants' Requirements

When asked to comment on parts of the course that failed to meet their requirements, few participants responded. Of comments that were forthcoming some were directed at the shortcomings of courses attempting to bridge the gap between theory and practice, others questioned the lack of discussion given to the areas of discipline and traditional teaching methods.

Comments from the North Brisbane questionnaire suggested

> a need for more ready availability of resource material to conduct research and a desire to spend a greater proportion of available time in discussion rather than with lectures.

Influence of the Course upon Participants

Participants found it difficult to state exactly what resulted from their course attendance. They were aware of 'feeling good' and of 'looking forward to teaching with a renewed interest'. One participant summed up his experience as having 'broadened my tolerance towards other methods of teaching' and encouraged 'a readier acceptance of children as individuals'.

In the North Brisbane survey, Questions 2-4 sought information on possible outcomes in participants.

Question 2: *Have you changed as a result of undertaking the Teacher Development Program?*

		Number of Responses	
		Yes	No
(a)	Your teaching style	37	44
(b)	Your understanding of educational process	72	9
(c)	Your understanding of subject matter	45	36
(d)	Your approach to children	41	40
(e)	Your interaction with other teachers	31	50
(f)	Your interaction with the principal	21	60
(g)	Your interaction with parents	26	54
(h)	Your preparation	45	36
(i)	Your commitment to teaching	25	56
(j)	Your professional reading	47	34

Other .... (please list, regardless of how insignificant the area might appear)

> It is interesting to note how ninety per cent of respondents felt there had been a significant change in their understanding of the processes of education and this is a pleasing result in the light of the emphasis placed on the theoretical underpinnings of educational practice during the course. Other fairly significant changes also took place in amount of professional reading, understanding of subject matter, preparation, and approach to children. Variables showing least change were interaction with all groups of others - teachers, principals and parents, commitment to teaching, and teaching style.

Question 3: *Have you greater conviction in ideas and practices than you had previously adhered to?*

Number of Responses		
Yes	No	No answer
47	33	1

An indication of the direction of change in conviction about former ideas and practices is given by the following analysis of accompanying comment on this question:

(i) Seven teachers reported that they had a greater belief in more structured courses and class discipline along with guided learning - as opposed to discovery learning.

(ii) Nine teachers reported that they were more tolerant, relaxed and open with children because they now had a better idea of individual differences.

(iii) Other single comments included: More uncertain that what I am doing is right; more confident that what I am doing is right; I benefited from other ideas of teachers but my own ideas haven't changed.

Question 4 (a): *In your teaching, are you now more*

		Number of Responses	
	Yes	No	No answer
confident?	58	21	2
relaxed?	47	33	1
satisfied?	34	47	
(b) *Have you now a greater confidence in your ability to undertake formal study?*	30	50	
Have you enrolled or attempted to enrol for further study?	15	66	

Course Follow-up

No formal courses have been organized as follow-up courses to the 12-week courses - with one exception. An in-service seminar* to obtain comments on the effects of 12-week courses was held at the Townsville CAE on Saturday, 11 September 1976, and was attended by 42 teachers who had been on one of the three courses in 1975 or the first two in 1976.

For some teachers, social contacts have been maintained and in Toowoomba a magazine is produced each term for 12-week participants. One participant volunteered for and was accepted on to a 5-week course on Social Studies, a course which he appreciated 'all the more because of my experience on the 12-week course'.

Those who had experienced no form of follow-up did express a desire for some contact with their group.

> Yes. I'd like to get in touch with the teachers involved in my course and see what they have been able to do.

Others were interested in attending particular courses.

---

* An interim summary of feedback from teachers regarding the 12-week courses (2 pages) appears in Appendix IX.

> If lectures of educational value (material on non-European/British cultures, diagnostic and remedial teaching) were available in Cairns area, I'd be interested in attending them.

A few participants have embarked upon formal courses to upgrade their qualifications as a direct result of their contact with the CAEs during the 12-week courses.

One of the strongest criticisms of long-term courses made by teachers and course organizers alike was the need for a follow-up strategy. Indeed those persons concerned with formulation of in-service strategies cling to this criticism in justifying cut-backs in funds available for long-term programs.

RETURN TO THE SCHOOL

Most participants were greeted with interest and enthusiasm upon their return; some others, with cynicism and indifference.

> I was welcomed back as a staff member again, greeted with many questions on and about the course.
>
> I was met with acceptance, curiosity .... they were eager to hear of innovations etc. being implemented in schools, keen to learn of new ideas .... anxious to obtain information regarding the course.
>
> Many regarded me as only just returning to the workforce - they asked about my holiday.

Opportunities to Communicate with Staff about Knowledge Gained from Course

In most cases, there has been some effort to communicate the 12-week experience with the rest of the staff. In some schools, the initial communication led to the implementation of new ideas; in others there was no immediate response.

> I gave a series of talks to all teachers over a period of 2 weeks on areas I had studied during the course, and had hoped to take part in some school-based I-S activities in 1977 but was transferred.
>
> I was not placed in class, spent time organizing end-of-year activities using ideas picked up from course, but no definite staff meeting or the like.
>
> I led discussions informally on many occasions, formally at several staff meetings. Several 'working committees' have been set up to review curricula, evaluation, etc. as a result.
>
> The Principal has asked me informally to act as 'In-service Co-ordinator' in 1977 within our school for staff meetings, etc.

In some schools, communication with other staff members was of a personal nature only, informally such as in the staff room or in personal contact.

One participant commented that there was the opportunity there but hardly the necessity. Most teachers on her staff had also attended the course.

Effect of Course in the Classroom

In seeking data on the effect of the 12-week course upon actual teaching approaches, the following opinions were extracted from teachers:

> I guess my teaching hasn't changed all that much but I certainly feel freer and much less anxious than ever before.
>
> The classroom is not without its problem but I now find many more solutions than pre Term 1, 1975.
>
> An increased awareness of different methods of teaching - plus a willingness to attempt different approaches.
>
> My teaching has been modified. I am more conscious of my role as a facilitator and the psychological effects of my interaction with children.

That participation in a 12-week course altered the teaching routine and broke the monotony or simply gave teachers something to look forward to was mentioned many times by both participants and organizers. Organizers saw the merit of the 12-week course in providing a change of environment, for participants not only looked forward to attending the course, but also to returning to their classrooms.

> I enjoyed going back even though I would have been very happy if the course had been longer than it was. It was something to look forward to, in a way, to get back to dealing with children again instead of only talking about dealing with them. I found the transition back there no problem whatever and quite a pleasurable experience, in fact.

During discussions on leaving their classes to return again one term later, participants stated their preference for attending a course in either first or third term. One participant would like to have gone on course in third term had she the choice because it would enable her to return to face a new year. Another who had attended a first term course, found little difficulty in adjusting to the next two terms back in his school because he'd had two weeks to plan a three-month program for his class with the in-service relieving teacher.

However, for the teacher attending a Term 2 course the situation was less simple.

> I found it a bit hard actually, to settle down again. It took quite a few weeks to get back into it. I'd lost touch a bit, I didn't quite know what they were doing. I really found it hard to settle back.

It may be that a teacher's absence of one term in the middle of the year is likely to cause more disruption to a teaching program.

Factors Affecting the Participant's Return

Organizers were particularly concerned about the problems participants might encounter back in their school.

There was some concern that the participant who had now developed an awareness of his teaching role and an enthusiasm for the implementation of new ideas might experience frustration in not being able to change his methods. Two factors thought to contribute to a possible feeling of frustration were the school organization and the teacher himself.

Organizers considered the structure of the school, imposed as it is by the Department of Education, a major obstacle to those teachers hoping to innovate programs. In addition, they recognized that difficulties of a diplomatic nature might arise, and for that, the principal himself would play a key role in determining whether or not the teacher might effectively implement any changes to his teaching.

They stressed the importance of 'getting the principal "on-side" and interested in integrating new ideas with the old' as one step towards assisting the participants on their return to school. They recognized the need for follow-up sessions, as well as contact within the school to prevent the teacher too readily adopting his 'old role'.

> When you get back with your 'high-minded' ideas you soon get them bashed out of you. (participant)

Organizers stated two problems associated with the teacher himself - his own level of confidence, and his willingness to initiate change. They also recognized the convenience to a teacher in not wishing to 'buck the system' should he be discouraged from making any changes.

CONCOMITANT OUTCOMES OF THE WHOLE TERM RELEASE PROGRAM

The Whole Term Release Program influenced not only those classroom teachers who participated in the courses, but also the role of the tertiary colleges in in-service education. Some effects which may not have been altogether unexpected are discussed in the following pages.

Colleges of Advanced Education

The colleges of advanced education 'welcomed the opportunity to participate' in what they regarded as 'a most significant development' in teacher education. In his letter to the Director-General of Education in November 1974, the Chairman of the Board of Advanced Education stated

> We look forward to the closest co-operation with the Department in formulating effective programs.
>
> .... I expect that colleges will also be seeking assistance from various officers of your Department to serve on advisory and planning committees in developing the various courses. I see that as an extremely important area of co-operation and basic to the success of the whole scheme .... You may be assured that the Board, for its part, will give the utmost support to the implementation of this major development in in-service education for teachers which you are proposing to initiate.

The CAEs saw in the Whole Term Release Program an opportunity to improve their relationship with the Department of Education. They accepted the challenge of involvement in the Program, treating the whole issue 'in a very serious light'. Course organizers stated that 'the reputation of the colleges was felt to be at stake'.

> There has been a close working relationship between the College and Brisbane North Regional Office and schools in the past. Involvement of teachers from schools in Brisbane West and Brisbane South Regions has enhanced relationships and contacts with schools in these areas as well. In addition, a nominee from the Catholic Education Office has participated in the courses and this has added to the program.

Lecturers

Organizers recognized the benefits to college lecturers from an involvement in the Program. The report of the North Brisbane CAE courses states its findings.

> The opportunity (for lecturers involved in the pre-service teacher education program) to interact with very experienced teachers on an intensive, long-term basis by means of the twelve weeks' course has helped to heighten lecturers' awareness of the complexity of problems facing teachers at the work face and to appreciate the very diverse nature of the professional background of teachers. A number of college staff have commented on the impact this increased understanding has had on their pre-service courses in preparing young teachers for the profession. In terms of process, teaching in the in-service program has generally been more challenging and stimulating than teaching in the pre-service program and the teaching techniques of those involved have been sharpened. This has proven especially valuable at a time when the College is planning considerable expansion in the area of credit in-service courses for teachers. In all these respects, it is readily acknowledged that many benefits have been accrued to the College and to lecturers from involvement in this in-service program.

Participants

It was intended that the major benefits of the Program be to the teachers attending courses. The benefits realized include the participant's desire to extend his knowledge and ability beyond that gained on course.

> The major benefit of the course has been to participants. The experience has resulted in professional refreshment. The rationale behind the introduction of these courses was not that teachers would upgrade their qualifications. Nor was it that experienced teachers would be infused with the knowledge and skills of innovatory practice so they could return to their schools as transmitters of these things to their colleagues. Some of this may have occurred in actuality and it certainly seems likely that teachers who have undertaken the Teacher Development Program will have enhanced their chance of selection in upgrading courses of various kinds to be offered by the Colleges. (North Brisbane CAE evaluation report)

A number of participants have as a result of their introduction to the CAEs enrolled in updating courses.

> Participants realized they could cope with formal courses offered by the CAEs. (course organizer)

Other participants have felt free to return to the colleges to seek discussion, advice, or simply maintain contact with lecturers.

They have been encouraged to use the facilities of the CAEs, i.e. the library, the resource materials, and personnel.

Teacher-Student Interaction

In normal circumstances, the practising teacher is in contact with a pre-service student during practice teaching rounds only. However, during the 12-week courses,

> The opportunity for pre-service students to mix with teachers in the in-service course has also resulted in mutual gains for both groups. This interaction has taken place on both formal and informal occasions. Many of the teachers have been practising teachers supervising student teachers and it is logical that they will return to their schools better equipped to perform this role more effectively on the basis of their better understanding of course structure and content and related experiences of pre-service courses and their greater understanding of the problems, personal and professional, of young people pursuing such courses. Similarly, the opportunity for students to consult with teachers in forums, the refectory, etc. has resulted in greater understanding of each other's point of view which should make for higher order interpersonal relations in the more formal practising school situation. (North Brisbane CAE evaluation report)

For example, at North Brisbane, 'participants were members of a panel for third-year students where the most outspoken teachers were tempered by third-year students'.

This type of experience was not limited to the North Brisbane CAE courses; the course organizer from the DDIAE remarked,

> The 12-week programs assisted in breaking down the barriers between the schools and the colleges. Colleges saw this as a tremendous benefit .... the communication build-up over an extended period of time between supervising teachers and college staff - between pre-service and in-service. College staff views are normally accepted by pre-service students. However the in-service participants were more inclined to offer challenge based on their own experiences in the classroom.

At Townsville, of particular note was the 'involvement of participants with first-year students - particularly when students return from first teaching practice round'. Student seminar groups were attended by a group of three participants - a 'listening experience for participants as students discussed experiences on teaching prac.'. (Townsville organizers regret not following through the interaction between participants and students.)

Education Centre

The benefits to the growing Toowoomba Education Centre were where contact between participants and the Education Centre was well established during the 12-week period. Maintenance of this contact with the Education Centre provided one form of continuous follow-up for a number of participants.

THE WHOLE TERM RELEASE PROGRAM, 1977

At the end of the two-year period, the Program offering 12 week courses in personal refreshment and personal development was withdrawn from the colleges, with the exception of the North Brisbane College of Advanced Education.

The 1977 course was designed to cater for teachers who might then be expected to initiate changes in their own schools as a result of their participation in such a course.

This section discusses briefly the factors affecting the 1977 program, its replacement of the 1975-76 courses, and organizers' reactions to this change in strategy.

The Role of Participants as Change-Agents

The experience of the 1975 12-week courses influenced the direction of the 1976 course design. It also influenced the strategies planned for future in-service programs. One problem that had emerged was that associated with the role of participants in their school after the 12-week course. In 1975, their position was clear and, as was stated earlier in this report, the 12-week courses were designed to 'personally refresh' and 'professionally update' participants. Although many teachers were influenced by their participation, there was no deliberate attempt to train 'change-agents', i.e. teachers would not be expected to bring about changes within their own school.

By 1976, two factors which may have influenced the resulting confusion over the expected role of participants were in operation. The first was in the introduction of the In-depth Curriculum Studies Program* which was designed specifically to train subject specialists (who were then expected to provide expertise in a subject area in their schools). The second was the constraint on procedure for selecting participants (see the section on Replacement).

Organizers worked to overcome the confusion in the Townsville area; contact was made

> with schools via principals associations and it was stressed that no specific expertise was to be expected of participants returning to the classroom.

The Introduction of the In-depth Curriculum Studies Program

At the beginning of 1976, another centrally initiated program to be funded by the Teacher Development Program, the In-depth Curriculum Studies, was introduced. This program was to offer four or five-week courses in subject areas including Language Arts, Mathematics, Science, and Social Science. These courses were designed to meet the needs of teachers who had a keen interest and who had demonstrated teaching ability in a specific subject area. The courses aimed to increase their knowledge and expertise so that these teachers could better assist in curriculum and professional development in school-based programs.

---

* For a detailed discussion of this program, see chapter 22.

These courses were designed with two particular strategies in mind:

(i) to train suitable teachers for the role of 'change-agent' in their school,

(ii) to redefine the role of the inspector; he was encouraged to adopt the role of education consultant, and to fulfil the tasks of supervision and management.

The In-depth Curriculum Studies were to be administered regionally; Regional Directors accepted responsibility for selecting appropriate participants and arranged for in-service relieving teachers to replace those selected.

The Effect of the 5-week Courses upon the 12-week Courses

Despite the overwhelming enthusiasm participants expressed for the opportunity to attend the 12-week courses, criticism of the Whole Term Release Program was evident.

There were hints of concern 'at the attitude towards in-servicing an individual for his personal refreshment - and no tangible return to the school'. Comparisons were being made between the benefits of the 12-week and 5-week courses.

Organizers felt the need to counter such criticism.

> Most participants were attracted to the theoretical aspects of the course.
>
> Teachers with 7-10 years of classroom experience need more than just curriculum refreshment.
>
> There is a need for two types of courses,
>
> - one where underlying philosophies of education can be discussed,
> - one in which curriculum studies can be made in depth.

Organizers pointed out the narrowness of the aim of the five-week courses.

> When participants were asked what they wanted from the 12-week course they seemed more interested in updating their professional role in the general sense than merely updating subject knowledge.

One organizer expressed the view that curriculum studies be scrapped altogether from the 12-week courses. He proposed that curriculum studies be covered by one and two-day courses.

> Time should be available to the teacher who has an interest to follow - or to the teacher who, under guidance, could be encouraged to broaden his horizon in some way.

The Trend Towards Individualized Programs

Participants in the Whole Term Release Program were being encouraged to work in their own interest area. In Townsville, for example, in Terms 1 and 2, 1976 the course was divided into two parts, with the second six-week program geared to a listing of needs of the participants on the course - to individualizing programs.

The organizers saw this as a 'really exciting' development. One teacher with an interest in the influences of psycho-motive development of learning was able to devote her time to this area, an area she may never have embarked upon had she not participated in a 12-week course.

As another organizer reflected:

> Teachers can take a certain amount of common core matter - but most are very keen to move out into their own interest area.

When asked what they saw as the aims of both the 12-week and the 5-week courses, one teacher who had participated in both courses summed it up by saying

> the 5-week course benefits the school, the 12-week course benefits the individual.

The Defective Model

The term 'defective' was frequently used by ISE planners when reference was made to the 12-week courses, the 'development' model being the term used to refer to the 5-week courses,

However, organizers stated that the use of the term 'defective' model came after the event, i.e. the course strategy was not based upon a 'defective' model.

The courses were never designed on the basis of a defective model.

> The courses were developmental - they were designed as suitable for all primary teachers not just the deadheads, the retreats etc.

The term 'refresher' was considered by course organizers as a more appropriate description for the course. Most participants were 'already involved in their own interests'. The course was designed to allow participants 'time free of classroom commitments to catch up somewhat'.

Organizers hastened to suggest that the Department of Education saw the CAEs as 'defective' and that it was the CAEs who were under examination.

Change in Strategy

There was a good deal of speculation surrounding the reasons for abandoning the original strategy of the Whole Term Release Program. An administrator with the Department of Education gave the following reasons for this decision:

> (i) there was a lack of teachers with sufficient length of service in the major centres to support the courses;
>
> (ii) the feedback suggested that the teacher development model was more successful than the defective teacher model;
>
> (iii) soft data from participants suggested that only two colleges, Townsville and Toowoomba, were doing a good job.

As a result of a survey of the in-service needs of primary school teachers,

> ...the emphasis of in-service education in Queensland was directed towards school-based in-service activities, and it was felt that

> the Whole Term Release Program should focus upon change-agents and provide opportunities to develop even further the strength of participants as well as to engage in an area of study or research of their own choice - this was really an opportunity to individualize a learning program for course participants. (Dore and Logan, 1976)

In 1977, a Whole Term Release Program incorporating new strategies resulting from the Dore/Logan survey was mounted.

The aims of the Whole Term Release Program were then to be focused upon:

(i) the preparation of 'change agents', and

(ii) the provision of opportunity for personal development and study/research in an area of participant's choosing (i.e. individualized learning programs for course participants).

> It was decided it should be offered at a college of advanced education and, since it was to be offered on a state-wide basis for teachers and administrators, the latter being included for the first time (they weren't eligible for the previous course), it was decided that the venue should be North Brisbane College of Advanced Education. (administrator, Department of Education)

Participants were selected for this course because of their tendencies towards innovation and leadership. A major emphasis on this program was that participants 'will be expected to fill "change-agent" roles when they return to the classroom'.

Organizers' Reactions

Organizers regretted the termination of the 'refresher' course model. Their disappointment was in two areas - they had seen successful courses in operation, the benefits gained by the participants; they were also aware of the extent to which their own expertise had developed in this area. 'The experience in developing these long courses has been gained during 1975 and 1976 - the tragedy lies in there being nowhere to use this experience'.

Organizers were quick to point out that there was never a shortage of teachers who would like to have attended. The problem of filling quotas lay only in the need to conform to selection criteria.

The decision to direct the in-service education priorities away from the 12-week courses (the 1977 course would cater for only one quarter of the participants on course in 1976) was made 'at a political level' - in the opinion of organizers. The decision was unrelated to the nature of the courses and number of courses they were able to provide.

Organizers did not see the decision to abandon the courses as any reflection on the success of the courses. They realized they could do nothing to prevent the courses being stopped. It was obvious to them that 'the money had run out'.

The priorities of in-service education planners had altered. These changes altered not only the design of the 1977 12-week course but, as discussed in an earlier section, the 4-5 week In-depth Curriculum Studies Program.

Organizers were able to rationalize their position. They recognized that the courses were 'not very economical' and that the disadvantages of their courses lay in providing in-service education for individual teachers rather than for groups of teachers or teachers to pass onto others.

Recommendations on Long-term Courses from Organizers and Participants

The experience of the 12-week courses in 1975 and 1976 has produced many suggestions for future strategies.

One organizer suggested that consideration be given to a situation which gives teachers one year of study leave on half pay for either an upgrading course (to increase qualifications) or a 'wide-experience' course of 30 weeks or a more appropriate time.

Another called for a variety of courses to suit the various needs. He recommended that those planning in-service education courses find out the type of participant before designing the course, rather than plan a course and then look for likely participants.

Some organizers would restructure the 1975-76 course 'to provide one-week in-depth studies on a given subject - perhaps in preference to an on-going lecture program covering, say, 10 subjects at 2 hours per week'.

There was a suggestion that 'peer pressure' be incorporated into a one-week course for training supervising teachers.

Some teachers have requested guidance on 'how to approach a study'. It was thought a course in basic research might be included in a 12-week program.

There was a great deal of support given to the notion that 'mobility between environments', the whole idea of 'exchange', was a worthwhile experience in itself. Along this same line, it was suggested that 'sabbatical leave be built into teacher contracts - that a teacher be given three months leave every two years'.

From the participants, the general request for course design is summarized in the following comment.

> We'd like more on philosophy so we could get our terms straightened out in our minds; then I'd concentrate on curriculum development.

THE FUTURE OF LONG-TERM COURSES

Two problems associated with planning successful long-term courses involve the replacement of the teacher during his extended absence and the teacher's return to his school at the completion of the course.

The problem of replacement carries with it the questions of administration, of finance, of accountability; the second problem poses further questions. How well do teachers retain ideas gained on the course? How supportive is the school climate for these ideas when participants return to their schools?

The latter question has concerned course organizers a great deal. They see the success or failure of their courses in the kind of support each participant receives from his school when he returns at the completion of the course. Recognition of the influence of the school climate upon success is also given by in-service education planners who have set themselves the task of formulating strategies to overcome difficulties encountered by a participant.

From the original 12-week course strategies has developed a master plan which is intended to link participation in long-term courses with school-based programs. Knowledge and skills together with participants' refreshed attitudes and approaches to teaching gained at long-term courses (both 12-week and 4-5 week courses) are to be incorporated at the school level. Encouragement for this sort of influence upon the school will be given at Whole School Withdrawal Programs, by the incorporation of school-based seminars or workshops of 2-5 days duration, and by Curriculum Development Teams (groups of experienced teachers working as curriculum consultants).

In theory, the master plan sounds highly likely to succeed. Those responsible for formulating ideas incorporated into the whole in-service education picture for Queensland primary schools seem very pleased with their strategies. It is outside the brief of this study to make any evaluation of the total plan. Problems do exist however, and one in particular that received constant attention is the role of the school principal. There is nothing new in the observation that principals play an important part in the kind of support participants receive from their school, nor is it an original suggestion that principals should attend in-service courses themselves. However, as far as the organizers of 12-week courses are concerned, it would be of tremendous benefit to schools if principals were to attend long-term courses.

> In some cases the principals have no idea of how to utilize the talents of their staff - they have no idea of how to conduct in-service courses .... We can be innovative, we can run courses that are the best ever organized, but they can just fail miserably if teachers aren't used or given support when they return after these courses. (course organizer)

Organizers emphasized the necessity of an extended period of time if any change in teaching style was to be achieved. Not only were changes in attitude towards different teaching styles considered important, but also an examination of a teacher's perception of his own teaching style and of a principal's perception of his own role.

Despite these problems facing long-term course planners, the view is still held that the courses were worthwhile. The success of the courses was indicated in very simple observations. Teachers who had been on courses were 'more open to new ideas', 'more willing to go to talk to college staff' and 'drop in at the Education Centre', and in their own classrooms more willing to implement new ideas, to accept some responsibility for the wider implications of the educational process.

24 - DISCUSSION

One of the major problems associated with attendance at long-term courses is the difficulty of finding and paying for replacement staff. The absence of some administrators and specialist teachers can be covered, but not of a classroom or subject teacher for any period longer than a few days. The Schools Commission replacement fund for courses of more than two weeks has made a great difference to non-government schools, but the money does not stretch to cover all the longer courses in which these schools would like to participate. An even greater problem for many schools is to find replacement staff who are able to adequately fill the role of the regular teacher - - for the period of time involved in longer courses, the replacement teacher cannot be just a baby-sitter. The most effective solution to this problem found in Australia has been the team of one hundred in-service relieving teachers created and trained by the Department of Education in Queensland.

Another problem with the longer courses funded by the Development Program is that they are open to domination and manipulation for political purposes by departmental and college personnel. It is inevitable that experienced people from education department administrations and tertiary institutions will initiate and organize many of these courses - teachers have neither the time nor the expertise to cope with such responsibilities. It is sometimes difficult to determine whether applications are made in response to a researched need, or for politically expedient purposes such as bolstering college staff numbers and job specifications or playing the promotions game through conspicuous service.

Whatever the motivating force may be, it is important that organizers of long courses (who, unlike organizers of short courses, tend to repeat the same programs) are sensitive to participant feedback and to current information about in-service sources such as development committees; the courses they organize are then more likely to be relevant to teachers' needs. Specific ways in which this relevance could be ensured are through the use of past participants on planning committees, and the conscious efforts of committee representatives (for example, the executive officers) to contact tertiary institutions and to discuss with staff the types of courses they could offer in this area of the Development Program.

In long courses, as in short courses, teachers seem to benefit most (according to their own opinions and the results they achieve in the school) from programs that have a close tie-in to the classroom situation. Many longer courses have incorporated sessions of practical teaching into their theoretical framework, which participants have appreciated. Course organizers who have heeded the feedback from participants have tended to decrease the number of theory-based lectures, and increase the number of practical sessions. The use of practising teachers from within and outside the school as course leaders is an in-service method given strong support by participants, and increasingly by organizers.

To ensure sustained participant response, a long course (particularly when it is programmed in a block of several weeks or months) must employ a variety of in-service methods to fill in the theoretical/practical framework. But there is little value in variety without cohesion - the organizer must plan a co-ordinated total approach, in which each aspect has relevance to some others. Speakers, demonstrators, and leaders must be well briefed about the nature and aims of the course.

Two issues that need further consideration by those involved in the organization of long courses are follow-up and certification. Most long courses, in line with most other in-service courses, do not contain a follow-up component. Follow-up support and assistance is often necessary for long-course participants, as more is later expected of them than of participants in short courses, and frequently they are single representatives from their schools and have to bear any post-course responsibility alone. In regard to certification, it would seem that participants in courses of more than one month feel that their efforts deserve some acknowledgement, not in the form of academic qualifications, but perhaps in a certificate stating the nature and achievements of the course.

The unique advantages of the longer courses sponsored by the Development Program appear to be:

(i) The experience acquired by the participant at a longer course is recognized and respected by other teachers in the school, which enables the participant to act as adviser/facilitator/innovator and thus make use of the newly acquired knowledge and confidence.

(ii) Contacts established with college/resource personnel during the course can continue to be used as a reference point by the teacher. Participants acquire a knowledge of resources outside the school, information which is difficult for the teacher in the school to obtain.

(iii) It is at longer courses that real benefit can be derived from the interaction of people from different schools/levels/systems.

(iv) Because of the involvement of college personnel in many long-term courses, it is possible for useful links to be established between pre-service and in-service education.

Long courses in the Development Program cater for a very small percentage of the teacher population. As more effective courses are developed that are more closely attuned to the philosophy of the Program, a case could be made for a larger allocation of funds to this area, although it is unlikely that this would be approved by most development committees or teachers while present budgetary restrictions remain. Perhaps long-term courses could be part of a school's consideration of its own development needs as an external but contributing component. Certainly there is an opportunity for organizers and in-service policy-making bodies to experiment with different types of longer-term development activities, not necessarily courses, thus to offer a more divergent program to teachers. Consideration could also be given to the possibility of initiating longer courses for parents and members of the community.

PART SIX: CONCLUSION

The final chapter discusses the interaction between development committees and the Schools Commission, and presents ideas on in-service provision for the future.

A suggested strategy for the Development Program is outlined, and some issues and themes that have recurred throughout the report are identified.

25 - THE SCHOOLS COMMISSION, THE DEVELOPMENT PROGRAM, AND THE FUTURE

INTERACTION WITH SCHOOLS COMMISSION

Development committee members were asked to comment on the degree and nature of committee interaction with the Schools Commission (see questionnaire, Appendix VI). It would seem that development committees have very little contact with the Commission other than through the Commission reports which are distributed, the accountability statements required, and attendance by some representatives at national conferences. Two State committees have State-based Schools Commission representatives as members, and sometimes the States are visited by members of the Schools Commission in Canberra.

There were different reactions to this lack of direct involvement or control by the Schools Commission - by some it was considered an advantage, by others a disadvantage.

> The minimum specification of budget categories has given the New South Wales State Development Committee considerable flexibility and enabled it to introduce a number of innovative programs and activities.
>
> The inter-action between the Schools Commission and VISEC is far too limited. It is largely laissez-faire after the writing of the report. I believe that the Commission ought to be more actively involved somehow in the implementation procedures for the Program. Too easily, State parochialism can predominate under the gloss of compliance.

Comments about the Commission made by development committee members in discussion or conversation tended to be negative. They expressed criticism of the Schools Commission's disorganization, lack of understanding of State situations, failure to communicate, and unrealistic accountability requirements. Yet development committees' deeds belied their words - in most cases they have been very willing to accept the philosophical bases of the Schools Commission Program, and to abide by the directions for operations indicated in the reports.

The national conferences - held in 1974, 1976, and 1977 - have been rewarding and valuable experiences for those who have participated in them. It was useful for committee representatives to meet, talk, and debate with representatives from other States; but decisions made at the two earlier conferences were rarely translated into action when the representatives returned to the reality of administrative overload and a part-time commitment. It is interesting to look back to the 1974 Leura conference and the problem areas which were identified then as requiring immediate solution but which are still unresolved - problems such as lack of evaluation, the emphasis on quantity rather than quality, lack of co-ordination and communication among in-service agencies, including education and teachers centres.

The 1977 conference had a much wider representation from the States, with a strong problem-solving priority-setting orientation, so that representatives would return to their States with practical working statements. In some if not all States, these statements have since been formulated by State committees into specific policy proposals with dates for implementation.

The Commission has had difficulty in establishing a satisfactory reciprocal communication network with the States. The information it receives from the States about Program operation varies greatly in quantity, detail, and usefulness. The Commission has made several abortive attempts in research and information exchange, but distance and time have proved to be insuperable barriers - it is difficult for people in the States to maintain a commitment when operating in isolation (both cognitive and geographical) from the central point of contact, and when there is a natural preoccupation with the concerns and demands of the local situation.

Despite past failures, it is probably worth persevering with the idea of periodic joint State/Commission ventures. Committee members in the States are genuinely interested in widening their horizons, looking for new directions and more effective methods, but it must be the Commission's responsibility to create a sound framework within which joint ventures would have a chance to succeed. A team could be assembled, with representation from the States and the Commission, to carefully work out an acceptable, realizable, and clear plan of action, entailing regular team meetings, and perhaps some form of assistance (money, facilities, or personnel) to achieve the desired goals.

Some links were reported between the Development Program and the Disadvantaged Schools and Innovations Programs, but not in a formalized way. Some personnel serve on committees in two of the Programs, sometimes applications to one Program are redirected to another, sometimes in-service support is provided for projects in other Programs. Development committee members were divided in their opinions on this issue - some felt that there should be no attempt made to amalgamate the three Programs because it would create an imbalance, and all would be weakened if they were not self-sufficient; others felt that the three Programs should work more closely together to avoid duplication and use the skills available, because all were fundamentally directed at supporting change in the school environment.

The national evaluations of the three Programs should produce information for the Commission that will enable it to identify areas in the Programs that would benefit from the cross-fertilization of ideas or the provision of assistance from other Programs.

FUTURE IN-SERVICE PROGRAMS

When committee members were asked to comment on rationalization of present in-service provision and operation, and models for the future, the following suggestions were made.

> There should be a rationalization of all elements which contribute to in-service education, to optimize the effects of these on educational development in the State (the New South Wales State development committee is currently considering the development of a theoretical model of rationalization).
>
> Subject associations are the Cinderellas of the Program. They are closely attuned to teacher needs and should be given more opportunities to provide in-service support for teachers.
>
> Teacher exchange should be encouraged and supported - between schools, systems, regions, and States.

> More support should be given to courses which are unique to a system. We need to preserve the differences as well as improve the relationships between systems, otherwise the non-government schools cannot justify their existence.
>
> More courses should be designed around teacher self-analysis of performance and action research.
>
> The focus of development must be on school-centred activities. Decisions on priorities at the school level is a key factor in activating the in-service area.

These suggestions, in concert with opinions expressed in discussions and interviews, indicate that the Development Program in the future is likely to be implemented in ways as diverse as those of the past. It is imperative, therefore, that operational strategies should be developed which allow for diversification while providing a cohesive and co-ordinated structure to enable committees to function most effectively.

The following outline of the roles of different groups in an in-service framework does not involve a radical divergence from current roles, but it does allow for better co-ordination, and it utilizes the lessons learnt by development committees over their four years of operation.

State committees. To assume responsibility for maintaining regular communication with the Schools Commission; to make broad policy decisions; to initiate innovatory strategies; to oversee evaluation; to retain control of funds for State-wide activities; to monitor the balance of the Program; to make block grants to professional associations and systems.

Regional committees. To handle the bulk of in-service funds; to make substantial grants to schools, education/teachers centres, professional association branches, tertiary institutions - such grants would not be made unless an explicit statement of broad intentions and plans was submitted, and an accountability statement was provided annually; to co-ordinate, guide, and monitor the regional program and the groups within it, through the agency of a small full-time executive group (comprised mainly of current in-service officers, whose administrative load would be lessened with the introduction of block grants).

Teachers/education centres. To be the hub of in-service education activities, supplying venue, facilities, and personnel to organize activities; to provide a base for subject associations, regional consultants, and short-term flexible task force groups (with members drawn from schools, consultancy groups, systems, community, tertiary institutions); to collaborate with schools in curriculum development.

Schools. To maintain close contact with staff of centres and the regional committee executive group, who are to work with schools on guidelines and support for school-centred activities, with a particular emphasis on development which involves teachers in self-examination and classroom research. Curriculum and development co-ordinators to be elected by staff.

Colleges of education (staff and students). To establish working relationships with schools to maintain links and provide continuity between pre-service and in-service education.

Evaluation teams. To be set up at State level, overseen by development committees. These teams to be primarily involved in action research - planning and evaluative discussion to take place at national level by a loosely structured group which could include representatives from the Schools Commission, State evaluation teams, in-service co-ordinators from regions - this group to meet regularly to talk about the significance of State evaluations and future directions for the Program, and the decisions to be taken back to State/regional committees for discussion and possible implementation.

RECURRING ELEMENTS IN THE DEVELOPMENT PROGRAM 1974-1977

This evaluation study approached the Development Program from a number of different angles and collected information from a variety of sources. It became apparent as the study progressed that there were certain features or themes which were recurrent throughout. These themes and their implications for future planning could be kept in mind by members of the Schools Commission and development committees when determining Program policy and devising new strategies.

The common threads or recurrent elements are presented in the following summary:

(i) Over the four years of Program operation, in-service education has been acknowledged by an increasing number of teachers, parents, and administrators as an essential part of teachers' professional development and an important contributing factor in the effective functioning of the school.

(ii) The Program has been and is still in a state of evolution. Certain goals have been reached, but new goals and directions are constantly emerging, resulting in a shifting dynamism within each State.

(iii) Another aspect of the evolving nature of the Program is that there is a sequential pattern apparent in the implementation of policies and the organization of courses. People need to go through the process of learning how to use a particular form of in-service activity before they can obtain full benefit from it. In most cases, a 'final-stage' in-service product cannot be successfully introduced in a situation where the users have not experienced the initial stages of development. An inevitable outcome of this sequential pattern has been the variation in levels of operation in different areas, which has frustrated some Program administrators who were looking for quicker progress. It must be recognized that the principle of 'learning by doing' is just as applicable in teacher development as in other educational areas.

(iv) There may have been many successful in-service courses, in terms of participant satisfaction and changes introduced in schools, but these courses have not all followed the same pattern. No one model has emerged to demonstrate the best way to achieve effective professional development, and in particular methods found to be effective in the early days of the Program have been superseded by others. Program planners and course organizers need to maintain flexibility and adaptability in their approach to Program implementation. There are implications for teacher educators in the contrast between the remarkable diversity of in-service offerings and the more limited and less varied provision in pre-service education.

(v) The Program emphasis on participant involvement in course operation seems to have been implemented most effectively when participants have contributed to pre-planning, to the activity itself, and to follow-up work. The involvement focus in most courses has been on the second stage only; equal consideration could be given by course organizers to participant involvement in the pre- and post-course stages.

(vi) Tied to the element of participant involvement is the element of continuity, which emerges as an integral component of effective professional development. The individual teacher needs continued support from course and school personnel in order to implement methods and ideas or reinforce attitudes acquired as a result of course attendance. Schools too need to plan a continuing program of development, integrating internal activities and the contribution of teachers who have attended external courses. The concept of continuity in professional development can be usefully broadened to include the link between pre-service and in-service education. Productive channels of communication are just opening up between these two areas, and some interesting work has been done under Program auspices that has been a joint in-service/pre-service effort.

(vii) There seems to be an evolving role for resource input to the Program from a variety of groups outside the school, such as parents, the community, tertiary personnel, and consultants. Determining how to make best use of these groups in in-service education will be a long and gradual process, requiring co-operation and patience. Already, opening up the school to outside in-service influences is proving to be a worthwhile goal for the Program to pursue.

(viii) An element that emerges strongly from consideration of the variety of in-service activities encompassed by this report is the importance of peer-group influence. The word of the informed teacher, or parent, or administrator is likely to be heeded and acted upon by the peer group more readily than information received from any other source. The opportunity to observe other teachers in action, through school visits or teacher exchange, has been found by teachers to be a useful in-service activity and could be included by more development committees in their policy-making and planning.

(ix) No single aspect of the Program has been received with such universal acclaim as the trend towards school-centred professional development. The Commission, development committees, teachers, administrators, parents, consultants, teachers centre personnel - all these people have expressed strong support for the idea and the reality of school-centred development work. The reason may be that it incorporates so many of the factors which have been important contributors to effective in-service education within the Program. The school-centred element represents the final move in the strongly supported regionalization trend; it is an element which favours active participant involvement and in-service continuity; it presents an opportunity to benefit from peer group interaction and influence;

and it provides an answer to the perpetual cry from teachers that in-service work should be directly relevant to their work in the classroom.

APPENDIX I - APPROPRIATION OF COMMONWEALTH FUNDS FOR DEVELOPMENT PURPOSES 1973-1977

The Commonwealth became involved in funding development activities following the creation of the Schools Commission in late 1973. Under the States Grants (Schools) Act 1973 and the States Grants (Schools) Act 1974 a total of $27,032,000 was appropriated for expenditure on development activities conducted prior to 1 January 1976. The funds were provided for the following purposes:

a)	Library training and associated teacher replacement or remuneration costs		$4,378,000
b)	Special education training courses and associated teacher replacement or remuneration costs		$10,916,000
c)	General development activities and associated teacher replacement or remuneration costs		$8,919,000
d)	Education centres -		
	recurrent grants	$ 764,000	$2,819,000
	capital grants	$ 2,055,000	

In 1976 funds for library training were combined with funds provided through the Services and Development Program for general development activities and associated teacher replacement or remuneration.

The total appropriation in 1976 provided through the Services and Development Program and through the Special Education Program for development activities including supplementary grants provided to meet cost rises due to inflation was $18,226,000. These funds were provided under the States Grants (Schools) Act 1976, the States Grants (Schools) Amendment Act 1976, and the States Grants (Schools Assistance) Amendment Act 1977 for the following purposes:

a)	Special education training, including associated teacher replacement and remuneration costs	$7,547,000
b)	General development activities and associated teacher replacement and remuneration costs	$9,216,000
c)	Education centres (recurrent grants $991,000, capital grants $472,000)	$1,463,000

In 1977 funds for Special education training were also incorporated into the grants provided through the Services and Development Program and the appropriations including supplementary grants were:

a)	General development activities including associated teacher replacement or remuneration costs		$16,953,500
b)	Education centres -		
	recurrent grants	$ 1,279,000	$ 1,642,000
	capital grants	$ 363,000	
		TOTAL:	$18,595,500

Legislative conditions applying to the use of Schools Commission grants for development purposes have changed during the period 1974-1977. In 1974 and 1975 the legislation provided for specified sums to be applied to teacher replacement or remuneration in respect to grants for library training and training for special education. In 1976 when funds for library training were incorporated in grants provided through the Services and Development Program, the legislation prescribed that 24% of the funds should be used for replacement or remuneration for teachers attending courses of at least two weeks duration. In 1977 when special education training funds were also incorporated in the grants provided through the Services and Development Program the legislation prescribed that 53% of the funds should be used for teacher replacement or remuneration for courses of more than ten days in length.

APPENDIX II - TEACHER DEVELOPMENT EVALUATION PROJECT: EVALUATION BRIEF

The purpose of the evaluation is to obtain information on the perceptions, organization, and effects of the Teacher Development Program. A special study will be made of Education Centres.

The evaluation report will provide a basis for policy decisions concerning future directions of the Program. It will also be a source of information dissemination, so that practitioners in all States can be made aware of the problems and achievements of programs that have been developed in other parts of the country.

The information is to be used by the Schools Commission, the State Teacher Development Committees, and organizers, and participants of developmental activities both within and without the Commission funded program.

The evaluation process is seen as being formative and interactive as well as summative. During the project, information-givers will also be information-receivers, and they will help to determine the direction taken by the evaluation.

GENERAL EVALUATION OF THE TEACHER DEVELOPMENT PROGRAM

Specific Objectives

1 To determine the degree to which the Program has increased the range of opportunities and the degree of participation in in-service education in Australia.

2 To determine the degree to which needs and demands for developmental activities are being met by the Program and to consider this in relation to the broader context of the total provision for such activities.

3 To obtain evidence on the effects of activities carried out under the Program on individuals and schools involved and to provide detailed evidence about particular activities that are identified as important developments.

4 To determine the extent to which the operation of the Program incorporates the emphases of the Schools Commission and to identify factors that militate for and against these emphases being incorporated in in-service activities.

These emphases are:

(a) inter-system character of the Program, at Committee and course level

(b) devolution of administrative responsibility, and involvement of participants at all stages of planning and implementation of in-service activities

(c) broadening the base of the program to include ancillary staff, parents, community

(d) development of longer courses.

(e) provision for needs of specific groups - teachers of migrants, Aborigines, children with learning difficulties; administrators, young teachers, isolated teachers.

(f) development of more effective in-service methods and techniques.

5 To report evidence on unintended outcomes of the Program.

Information Required

The following statements contain details of the kind of information required to meet each of the objectives.

Objective 1: Historical description that will provide information about changes that have occurred due to the introduction of the Development Program and the establishment of Development Committees to implement the Program.

Consideration to be given to the following organizational aspects -

(i) administrative structures
(ii) policy
(iii) priorities for funding, criteria for approval and rejection of activities
(iv) types of courses and activities
(v) sources of initiation and planning of activities
(vi) attendance rate, type and range of participants
(vii) communication network
(viii) impact on school organization

Objective 2:

(i) Documentation of the expressed needs of various groups of people.
(ii) Account of the perception of people involved in in-service activities on how well needs are being met. People consulted should include Program administrators and participants, and other providers in the area of in-service education.
(iii) Description of the interaction between the Development Program and the other specific purpose programs of the Schools Commission concerning in-service education issues.

Objective 3:

(i) The evidence on the effects of activities can only be a general kind based on statements and perceptions of those associated with the Program. It will be necessary therefore to obtain a wide range of views from representatives of groups associated with the Program.
(ii) Detailed studies of selected in-service activities that will provide information about methods and organization adopted in implementing new developments in in-service programs, and about the outcomes of these programs.

Objective 4: In considering the extent to which the operation of the Program incorporates the emphases of the Schools Commission it will be necessary to assess the understanding by those involved in the Program of these emphases, and to determine the extent to which these emphases are reflected in the policies and operation of Development Committees at State and regional levels.

(a) *Inter-system character.* Identification of the extent to which:

(i) the in-service activities reflect the needs of the government and non-government sectors.

(ii) non-government and government representatives share in both the planning and implementation of teacher development activities and the power of minority groups to influence decision-making.

(b) *Devolution of responsibility.* Determination of:

(i) the degree to which this occurs at all stages of teacher development activities, in administration, organization, and participation.

(ii) particular forms of organization that facilitate devolution of responsibility.

(iii) the role of centralized course provision and administration.

(c) *Broadening base of Program.* Determining the degree to which ancillary staff, parents and community are involved in teacher development activities, the degree of satisfaction of these groups with the Program, and the attitude of teachers to broadening the base of the Program.

(d) *Development of longer courses.* A survey of the types of courses available and the groups for which they are catering.

(e) *Provision for the needs of specific groups.* Determine the extent to which expressed needs of particular groups are being met - teachers of migrants and Aborigines, isolated teachers, young teachers, administrators etc. Identify groups where needs are not being met.

(f) *Development of more effective in-service methods and techniques.* Identify and describe methods and techniques that are being used in teacher development programs.

Objective 5: In the course of information collection, any unexpected results of Program implementation will be noted and examined.

Methods of collection of information

1 *Contact with Schools Commission*

(i) Discussion with Commission members to help determine the purpose of the evaluation and information required by the Commission.

(ii) Collection of relevant documentation.

Methods of collection of information (continued)

2 *Contact with State Teacher Development Committees*

- (i) Initial discussions to determine issues of importance to committees, acceptable methods of collecting information, and the desired extent of active involvement in the evaluation process.
- (ii) Collection of relevant documentation.
- (iii) Interviews with 5-6 committee members (Chairman, executive members, government, non-government, teacher and parent representatives).

3 *Case-studies*. Suggested areas for study - school based teacher development, long-term courses, residential courses.

4 *Teacher perceptions*. In some States seek out (with the help of teacher educators, teacher associations etc.) particular groups of teachers, such as young teachers, country teachers, course organizers, non-attenders, to make submissions, to complete questionnaires or to come together with evaluator for discussion.

5 *Perceptions of other groups concerned with teacher development.* Information to be obtained about teacher development activities and assistance provided by groups other than the Schools Commission. Interviews with representatives of State Education Departments, Catholic Education Office, headmasters associations, teachers unions, subject associations, education and teachers centres, and tertiary institutions to set the Schools Commission Program in the context of the total provision in the teacher development area in each State. Interviews may need to be supplemented by questionnaires.

Issues for consideration

As well as the Schools Commission emphases, there are other factors which can influence the successful implementation of the Teacher Development Program. The following issues have been considered in Commission reports of the Victorian Evaluation study.

(1) Diversity in program content.
(2) Identification of needs and problems of teachers.
(3) Communication - better publicity of Committee policy and procedure, more detailed advance information about approved programs, dissemination of reports and successful programs.
(4) Replacement of staff - costs, difficulties, recruitment.
(5) Training for course organizers and leaders.
(6) Attendance - incentives, non-attenders.
(7) Submission details - organizers required to specify sources of initiation, objectives, evaluation procedure, follow-up activities.
(8) Evaluation of teacher development activities, for use by Committee and by organizers.
(9) Follow-up to in-service courses - provision of support services for teachers and organizers during and after courses and in schools.
(10) Residential courses - cost benefit.
(11) School-based teacher development.

APPENDIX III - NEW SOUTH WALES IN-SERVICE EDUCATION COMMITTEE: AIMS OF IN-SERVICE EDUCATION

1 To foster among teachers a commitment to in-service experiences as a means of achieving personal professional development.

2 Recognizing that each area has different needs, to provide a program of in-service courses and resource support which will ensure the continued growth and professional development of teachers, administrators and schools.

3 Develop better liaison, communication and co-ordination among all groups concerned with teacher development, curriculum development and organizational growth.

4 To encourage the evaluation of in-service courses within Regions to provide guidelines for the future development and organizational growth.

5 To review continuously the relationship, function and development of Professional Services Centres, Teachers Centres and Education Centres in order to enhance their operation as a resource and advisory service for teacher development.

In-service Education - Objectives, 1976

O = Objective
E = Evidence of attainment

Relating to Aim 1

1.1

O To increase the proportion of teachers undertaking in-service courses.

E *By December 31st, 1976, sixty per cent of all primary and secondary teachers in Government and Non-government schools in N.S.W. will have attended at least one in-service course during the calendar year.*

1.2

O To increase the proportion of courses mounted as a result of requests from individual teachers and local groups of teachers.

E *By December 31st, 1976, sixty per cent of courses mounted in N.S.W. will derive from requests from individual teachers and local groups of teachers.*

1.3

O To mount, in addition to courses held in school time, courses held after school, at weekends and during vacations.

E *During 1976 at least the same proportion of courses will be held out of school time as in 1975.*

Relating to Aim 2

2.1

O To bring about an increase in the within-school in-service program.

E *During 1976 calendar year, fifteen percent of all N.S.W. schools - Government and Non-government will have undertaken at least one within-school in-service program.*

2.2

O To ensure the availability of a group of skilled personnel to provide support for within-school in-service programs.

E *By the end of 1976 to produce a list of resource persons to provide courses as requested by schools and in new areas such as:*

Interpersonal Communications
Techniques of Network Analysis
Time Management

2.3

O To foster the mounting of courses extending over periods of at least two weeks duration and designed to explore some areas of depth.

E *During 1976 1% of teachers in N.S.W. Government and Non-government schools will have participated in in-service courses of at least two weeks duration.*

2.4

O To initiate centrally special in-service projects for consideration by Regional Committees.

E *During 1976 at least two major in-service innovations will be designed and proposed by central in-service bodies.*

2.5

O To increase the provision of in-service opportunities to isolated groups.

E *During 1976, 50% of teachers in one-teacher schools will have attended at least one in-service activity.*

2.6

O To maintain the In-service Education Study Grants Scheme.

E *During 1976 at least one teacher from each Region should be sent on an overseas in-service tour.*

E *By the end of 1976 past recipients of Study Grants should be involved in Regional In-service programs.*

2.7

O To support conferences and courses on a State and/or National level, insofar as these contribute to the attainment of overall in-service objectives.

E *During 1976 a review will be carried out of the nature, value and mechanics of holding State and National conferences and courses as part of the in-service program.*

2.8

O To consider the extension of In-service Education to groups involving persons other than teachers where this can be seen to benefit school children.

E *By the beginning of 1976 a policy statement will be determined relating to In-service Education for groups involving persons other than teachers.*

Relating to Aim 3

3.1

O To seek the appointment and development of more professional, administrative and clerical staff at Regional level.

E *By the end of 1976 each Region will have as minimum staff related to Services:*

A Professional Assistant - part or full time
An Area Service Officer - full time
A clerical assistant - full time
An attendant - full time (Professional Services Centre)

3.2

O To investigate the avenues available to all school systems for teacher development with a view to co-ordinating these avenues.

E *By the end of 1976 a statement will be produced setting out means of co-ordinating teacher development resources.*

Relating to Aim 4

4.1

O To modify controls on Regional programs to enable local needs to be met.

F See 4.2 and 4.3

4.2

O To encourage the continued evaluation of in-service courses within Regions to provide guidelines for the future development of priority needs.

E *At the end of 1976 each Region will submit a brief statement describing evaluation undertaken and priority needs determined.*

4.3

O To foster the development of Regional in-service programs suited to the determined needs of each Region.

E *By the end of 1976 each Region will submit a program based on the priority needs determined within the Region (see 4.2)*

Relating to Aim 5

5.1

O To establish an effective network linking Professional Services Centres, Teachers' Centres and Education Centres.

E *By the end of 1976 each Region will have an effectively functioning Professional Services Centre and at least three functioning Teachers' Centres.*

5.2

O To enhance the role of Professional Services Centres, Teachers' Centres and Education Centres in teacher development.

E *By the end of 1975 at least 5% of in-service activities in each Region and funded by the N.S.W. In-service Education Committee will be held in association with a Professional Services Centre, a Teachers' Centre or an Education Centre.*

APPENDIX IV - NEW SOUTH WALES IN-SERVICE EDUCATION COMMITTEE: ACHIEVEMENT OF OBJECTIVES STATEMENT FOR 1976

AIM	OBJECTIVE	EVIDENCE	REGIONS											
			Central Met.	Liverpool	Met. West	Newcastle	North Coast	North Sydney	North West	Riverina	St. George	South Coast	Western	State
1	1.1	By December 31, 1976, sixty percent of all primary and secondary teachers in government and non-government schools in New South Wales will have attended at least one in-service course during the calendar year.	72%	72%	73%	76%	82%	54%	79%	69%	68%	58%	-	69%
1	1.2	By December 31, 1976, sixty percent of courses mounted in New South Wales will derive from requests from individual teachers and local groups of teachers.	89%	68%	100%	92%	73%	97%	82%	61%	70%	62%	90%	80%
1	1.3	During 1976, at least the same proportion of courses will be held out of school time as in 1975.												
		1975-76: In school time	39% 41%	29% 26%	37% 35%	55% 48%	53% 49%	28% 59%	59% 61%	50% 51%	47% 42%	36% 45%	45% 30%	42% 44%
		Out of school time	35% 38%	52% 59%	47% 52%	40% 44%	23% 30%	33% 17%	29% 20%	21% 16%	43% 46%	37% 32%	30% 40%	36% 37%
		Partly in school time	26% 21%	19% 15%	16% 13%	5% 8%	24% 21%	39% 25%	12% 19%	29% 33%	11% 12%	27% 23%	25% 30%	22% 19%
2	2.1	During 1976 calendar year, fifteen percent of all New South Wales - government and non-government - will have undertaken at least one within-school in-service program.	11%	19%	13%	3%	8%	5%	6%	9%	16%	7%	13%	9%

AIM	OBJECTIVE	EVIDENCE	REGIONS											
			Central Met.	Liverpool	Met. West	Newcastle	North Coast	North Sydney	North West	Riverina	St. George	South Coast	Western	State
2	2.3	During 1976, one percent of teachers in N.S.W. government and non-government schools will have participated in in-service courses of at least two weeks' duration.	0.7%	0.3%	0.7%	0%	4%	0%	1.6%	0.6%	0.8%	1%	0%	0.8%
2	2.5	During 1976, 50% of teachers in one-teacher schools will have attended at least one in-service activity.	n/a	100%	53%	83%	100%	47%	41%	62%	n/a	66%	70%	76%
2	2.6	During 1976, at least one teacher from each Region should be sent on an overseas in-service tour.	1	2	1	1	1	1	1	1	1	1	1	1
2	2.6	By the end of 1976, past recipients of Study Grants should be involved in Regional In-service programs.	7/11	5/7	4/7	5/7	3/5	3/12	0/2	2/4	5/8	3/6	2/7	39/7
5	5.1	By the end of 1976 each Region will have an effectively functioning Professional Services Centre and at least three functioning Teachers' Centres.												
		Effective P.S.C.	Yes	Yes	Not fully effective	No	Yes	Yes	No	By end 1976	Yes	Yes	Yes	
		No. of functioning T.C.	3	2	8	2	4	3	3	1	2	2	3	33
5	5.2	By the end [illegible] 1976, at least 5% of in-service activities in each Region, and funded by the N.S.W. State Development Committee [illegible] be held in association with a Professional Services Centre, a Teachers Centre or an Education Centre.	5%	19%	26%	100%	17%		0%	18%	5%	0%	0%	

APPENDIX V - TEACHER DEVELOPMENT EVALUATION PROJECT: QUESTIONNAIRE TO PROFESSIONAL ASSOCIATIONS CONCERNING THEIR INVOLVEMENT IN THE AREAS OF IN-SERVICE EDUCATION

1 What proportion of ISE/teacher development activities provided by your association are funded from the following sources? (Please give examples of the types of activities included in each category).

ISE ACTIVITIES	Approximate percentage of ISE provision				
	0%	25%	50%	75%	100%
(a) Funded by Schools Commission Development Program. eg: ____________________ ____________________ ____________________	☐	☐	☐	☐	☐
(b) Supported by Association funds. eg: ____________________ ____________________ ____________________	☐	☐	☐	☐	☐
(c) Funded from other sources. Sources: ____________________ ____________________ ____________________ eg: ____________________ ____________________	☐	☐	☐	☐	☐
(d) Non-funded activities eg: ____________________ ____________________ ____________________	☐	☐	☐	☐	☐

(N.B.: The total for (a) - (d) should be 100%)

2 Following on from the information provided in Question 1, we would like to determine whether or not the different ISE activities (a) to (d) serve different purposes/provide different sorts of professional help for teachers?
Please comment.

3 What particular benefits and problems have resulted from the Schools Commission Development Program as far as your Association is concerned? (including any shifts in emphasis that may have occurred in professional association operation in recent years)
Benefits:
Problems:

4 What feedback have you had from Association members about the impact of the Development Program, and the degree to which it meets their needs as teachers/administrators? (The emphasis here is on the total range of ISE activities offered by the Program, not only those linked with your Association).

5 What do you see as the future role of professional associations in the areas of teacher development?

APPENDIX VI - TEACHER DEVELOPMENT EVALUATION PROJECT: QUESTIONNAIRE TO SYSTEM REPRESENTATIVES ON DEVELOPMENT COMMITTEES

Please comment on the following aspects of the Development Program:

1 The effect and influence of the Education Department on the policy-making decisions of Development Committees, and on the operation of the Program at State and regional levels.

(Some aspects you may wish to discuss are the selection of committee members, decisions on committees priorities, dissemination of information, provision of personnel and resource materials)

2 The effect and influence of non-government organizations (representing Catholic schools, Independent schools, parents) on the policy-making decisions of development committees, and on the operation of the Program at State and regional levels.

3 Ways in which the Development Program has altered or affected the in-service education provision offered to teachers by the group/system you represent.

4 Ways in which the Development Program has altered or affected the general policies and operation of the group/system you represent. (The emphasis here is on education in the broader sense)

5 The particular needs of teachers in your group/system and the degree to which they are being met by the Development Program.

6 The nature and value of interaction between the Schools Commission and (a) development committees, (b) your group/system.

(a) development committees:

(b) group/system:

7 Rationalization of present in-service provision and operation. Models for the future.

8 The nature and value (both actual and potential) of links between the Development Program and other Schools Commission Programs - the Disadvantaged Schools Program and the Innovations (Special Projects) Program.

APPENDIX VII - SOUTHERN TEACHERS CENTRE INC. (Feedback form)

Theme of Seminar ______________________________ Date _________________

Has the seminar extended or altered your thinking on the subject?

Which areas did you think were valuable and interesting from your point of view?

Which ideas do you feel encouraged to implement in the classroom?

What constraints make it difficult for you to implement new ideas?

Did you feel there was adequate discussion of the 'Ideas' booklet by the principal and staff in your school?

In what way do you think the seminar could have been improved?

Were you given enough time to talk with your colleagues and the lecturer during this seminar?

Would you consider it desirable to have a follow-up session on the work done in this seminar?

What form do you think that follow-up session should take?

Any other comments:

If you have a good idea for a future seminar or activity, don't let it go to waste!
Write a brief letter explaining your idea or talk to the Executive Officer of your regional teachers centre.

APPENDIX VIII - EVALUATION OF THE IN-DEPTH CURRICULUM STUDIES PROGRAM: SOME ISSUES FOR CONSIDERATION

1 Evaluation at the school level of staff needs in terms of on-site consultation. On the basis of this schools could then select to which courses they would send participants.

2 More attention should be given to the implicit criteria used in the selection of participants to carry out their expected in-service role in the school

3 Clearer role definition of the course participants' needs to be worked out in each school before, during and after the course.

4 Support for the participants' school in-service activities must come mainly from within the school itself. To this end programs of an organizational development nature need to be run in participating schools concurrent with the in-depth programs.

5 At present any external support from outside the school tends to be for one calendar year only. The ways in which such support can be extended where necessary, needs investigation. The curriculum development teams, advisory teachers, inspectors and course participants may provide some ways.

6 The duration of courses and their placement in the school calendar warrants close attention. Courses should vary in length according to the purpose, aims, and methods used. In some instances, conducting courses which require a protracted absence from the school may not be productive for the school as a whole.

7 The placement of courses in various centres demands attention. Some larger regional centres may have reached or be approaching 'saturation point' from programs of this kind.

8 Some courses, may be non-subject based, such as teaching in multiple space classrooms, remedial and diagnostic teaching in the classroom, and the use of the community as a resource.

9 The action-based task-oriented approach to course conduct is highly favoured.

10 Each course should focus on the participant's role in his own school and assist him to develop ways to carry out his role.

11 Assistance in course planning, development and evaluation for course organizers and leaders is necessary.

12 Course participants should meet prior to the course to assist with planning. Principals from their respective schools should be encouraged to participate in these planning sessions.

13 Alternative uses of the release time should be considered. For example, release time in a school to develop programs, community

work experience.

14 The deployment of In-service Relieving Teachers to provide release time for course participants and other teachers within the school context should be considered as one way of increasing access to the available consultancy help within a school.

15 The job satisfaction of the In-service Relieving Teachers warrants further attention, particularly with respect to their relationship with principals and staff teachers.

APPENDIX IX - TOWNSVILLE COLLEGE OF ADVANCED EDUCATION: INTERIM SUMMARY OF FEEDBACK FROM TEACHERS REGARDING THE 12-WEEK COURSES

SESSION 1

1. Did the course generate problems for you in your school/classroom?

GROUP A
- children not coping with physical changes (not a desk each)
- no explanation of diffusion of new ideas - you had a good holiday
- handling of class during absence - disturbance
- not returning to same class - or any class at all
- added to transfer system has in some schools caused major disturbance
- time - to achieve all objectives you wish to
- restructuring planning to suit different class

GROUP B
- Teachers unable to carry out own ideas because of:
  - (a) type of children in class (because of school policy)
  - (b) over-ruling by other staff backed by administration
  - (c) having to work with institutionalized people

GROUP C
- trying to re-establish yourself with children
- trying to fit new ideas into an "old" situation - physical and mental
- "over-tolerant" with children - unrealistic
- expectations too high
- time needed to establish - before pressures applied, students, results, principals
- difficult readjustment

GROUP D Organizational

1. Incorporation of ideas
   - (a) Realization of difficulties
     - organizational
     - lack of planning on school scale
     - red tape
     - lack of "total" school policy
   - (b) Communications
     - Principal
     - Staff (tolerance!)
2. Status
   - 5 week versus 12 week
   - value of course peer opinion
3. Personal
   - sense of real urgency (for older members)
   - loss of graciousness (harsh realities)
   - pressures of returning mid-term (and lack of understanding of such)

SESSION 2

2. How did the course benefit you?

GROUP A
- more tolerant
- more confidence
- sorted out own philosphy of education
- opportunity to research interest
- discovered usefulness of media
- more friends
- learnt its complete evaluation forms

GROUP B
- REALIZATION of self potential and self worth (adequacies and inadequacies)
- TIME for self-indulgence
- CONTACT with other teachers - breakdown of generation gap
- CO-RELATION between theories and practice
- ACHIEVING new skills and appreciation of same

GROUP C
- chance to put on paper things you've wanted to do for ages
- solved our problem - identified in problem solving course i.e. integrated staffroom and formal social committee
- ID liberation and emergence!
- liked hearing others talking - sharing ideas and problems
- unfolded new horizons
- reassurance of personal philosophy
- realization that things can be better than they are and showed a direction in which to move
- refurbishing marital relations

GROUP D
- as an individual - confidence
- reading time and availability
- opportunity to talk to others
  - (a) common problems
  - (b) better relationships (carry over to parents etc.)
- fresh outlook re methods
- got to know College staff
- more tolerant of student problem
- realize you have a brain and can use it

SESSION 3

3. How could you see the College extending its services to meet your needs?

- mini-courses at night e.g. M.A.C.O.S.
- media section opened at night/weekends
- ideas exchange
- monthly a/v etc. exchange
- opportunity to meet college students on social basis

The seminar was attended by some 42 teachers who had been on one of the three courses in 1975 or the first two in 1976. There were representatives from all courses. In sessions 1 and 2 the questions were posed and a few minutes given for the individuals to collect their thoughts. Groups were then formed and as a result of these discussions statements were listed and became the focus in the plenary session. The plenary sessions were conducted by Mr Bob Moon, Lecturer in Education, at the Townsville CAE. Mr Moon has recently arrived at the College and has had no involvement with the courses to date. Consequently he was able to conduct these sessions without any emotional etc. involvement.

REFERENCES

ADDINSALL, J. (1975). Report and Recommendations of Secondary Field Officer, In-service Education: Allowance of School Time for I.S.E. Activity within a Particular School. Melbourne: Victorian In-service Education Committee.

AUSTRALIA. SCHOOLS COMMISSION (1975). *Report for the Triennium 1976-78.* Canberra: Australian Government Publishing Service.

__________ (1976). *Report: Rolling Triennium 1977-79.* Canberra: Schools Commission.

__________ Interim Committee (1973). *Schools in Australia: Report of the Interim Committee for the Australian Schools Commission.* Canberra: Australian Government Publishing Service. (Karmel Report).

BEEGLE, C. and EDELFELT, R. (eds) (1977). *Staff Development: Staff Liberation.* Washington, DC: Association for Supervision and Curriculum Development.

BOOMER, G. (1973). *Teachers Learning: a Summary of a Study.* Adelaide: South Australian Institute of Teachers.

CAMERON, P. (1977). Cost and Efficient Utilization of INSET Resources: Australia (draft). Canberra: Centre for Educational Research and Innovation. (Study of In-Service Education Series).

CREED, P. (1975). The Victorian In-Service Education Committee (M. Ed. essay). Melbourne.

DORE, C.K. and LOGAN, L.D. (1976). The Perceived and Real In-service Needs of Primary School Teachers in Queensland - Some Findings and Programs. Paper at SPATE Conference, Brisbane.

FALLON, B. (1978). Education Centres in Australia (draft). Melbourne.

HAYES, D.K. (1973). *A Three-year Comprehensive Plan for In-service Education for Teachers, Administrators and Other Educators in the Darling Downs and South Western Regions in Queensland . . .* (Toowoomba): Darling Downs Institute of Advanced Education.

HOWE, J. (1977). Victorian Education Centres (discussion paper). Melbourne: Victorian In-Service Education Committee.

INGVARSON, L. (1977). Some Effects of the Teacher Development Program in Victoria. Melbourne: Monash University.

JAMES, LORD OF RUSHOLME (1972). *Teacher Education and Training: Report by a Committee of Inquiry Appointed by the Secretary of State for Education and Science under the Chairmanship of Lord James of Rusholme.* London: HMSO.

LOGAN, L.D., CARSS, B.W., and DORE, C.K. (1977). *Report of the Evaluation of the In-depth Curriculum Studies In-service Education Program.* Brisbane: University of Queensland, Department of Education.

MEYER, R. (1976). *Working Checklist for In-service Courses.* Sydney: Macquarie University, Centre for Advancement of Teaching.

NORTH WEST TEACHERS CENTRE (TASMANIA) INC. (1976). *Annual Report.* (Burnie).

O'HARE, R. and THIELE, C. (1977). The Enquiry into Post-secondary Education in South Australia: Submission by the Principals of Raywood In-service Centre and Wattle Park Teachers Centre. Adelaide.

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD) (1976a). *Innovation in In-service Education and Training of Teachers: Australia,* by M. Skilbeck. (Paris). (Centre for Educational Research and Innovation Case Study Series).

________ (1976b). *Innovation in In-service Education and Training of Teachers: United Kingdom,* by R. Bolam. (Paris). (Centre for Educational Research and Innovation Case Study Series).

PARLETT, M. and HAMILTON, D. (1972). *Evaluation as Illumination: a New Approach to the Study of Innovatory Programs.* Edinburgh: University of Edinburgh, Centre for Research in the Educational Sciences. (Occasional Paper 9).

QUEENSLAND. DEPARTMENT OF EDUCATION. Committee Appointed to Review Teacher Education in Relation to the Needs and Resources of Queensland and to Make Recommendations on the Future Development of Teacher Education (1971). *Teacher Education in Queensland.* Brisbane. (Murphy Report).

________ Planning Committee for Joint Programs. Subcommittee (1974). *Report: Teacher Needs for In-service Education.* Brisbane. (Briody Report).

SOUTH AUSTRALIA. EDUCATION DEPARTMENT. Committee of Inquiry into Education in South Australia (1971). *Education in South Australia: Report . . . of the Committee . . . 1969-1970.* Adelaide: Government Printer. Chairman: P. Karmel.

VICTORIA. EDUCATION DEPARTMENT (1977). *Curriculum Services Inquiry.* Melbourne. Chairman: G.R. Maddocks.

VICTORIAN IN-SERVICE EDUCATION EVALUATION PROJECT (VISEEP) (1974). *In-service Education for Teachers: a Review of the Literature,* prepared by Margaret Batten. Melbourne: Australian Council for Educational Research/Monash University, Faculty of Education.

________ (1975). *Questionnaire to Teachers: Section of the Report,* prepared by Margaret Batten. Melbourne: Australian Council for Educational Research/Monash University, Faculty of Education.

________ (1976a). *Detailed Studies of In-service Education Programs.* Melbourne: Australian Council for Educational Research/Monash University, Faculty of Education.

________ (1976b). *School-based Teacher Development Development,* prepared by L. Ingvarson. Melbourne: Australian Council for Educational Research/Monash University, Faculty of Education.

________ (1976c). *Administration of In-service Education in Victoria 1973-1976,* prepared by L. Ingvarson, J. Fyfield, and M. Batten. Melbourne: Australian Council for Educational Research/Monash University, Faculty of Education.

INDEX

Aborigines education
  teacher education, 142, 148
accreditation, 124-125, 137, 140, 196, 237, 242, 258-259, 279
administrative organization, 50, 59
  New South Wales, 14-16
  Queensland, 20-22
  South Australia, 26-27, 59-60
  Tasmania, 31-32
  Victoria, 35-39
  Western Australia, 43-45
administrative policy, 285-286
administrator education, 71, 146, 148, 231, 233, 241
adult learning methods, 153, 167, 174
advisory teachers, *see* consultants
ancillary staff, 131, 135

beginning teachers, *see* young teachers

Catholic schools, 58
  teachers, 9, 86
  see also inter-system policy
Centre for the Continuing Education of Teachers (CCET), 138-140, 192, 241-243
change agents, 75, 173, 201-202, 247, 272-273, 275, 279
classroom implementation (ideas from in-service courses), 88-89, 91-94, 140, 161-162, 188, 194, 229, 265, 268-269, 276-277
classroom observation, 152, 154, 159, 161, 168, 192, 196, 223, 243, 287
classroom techniques, 64, 76, 168, 253, 277
colleges of advanced education, 254-257, 269-271, 275, 278, 279, 285
communication, 4, 20, 25-26, 31, 35, 42, 47-48, 49-50, 74-75, 86, 115-116, 119, 133, 136, 144, 145, 267, 284, 285
  see also information dissemination
community involvement, 10-11, 133-134, 136, 153, 201, 287
consultants, 13, 40, 48, 69, 82, 99-100, 121, 142, 143, 145, 147, 149, 153, 160, 161, 164-166, 168, 176-178, 196-197, 201, 230-231, 243, 273, 277, 287
  see also task forces
continuing teacher education, 54-55, 254, 279, 287
co-ordinators, *see* in-service co-ordinators
course initiation, *see* course organization
course length, *see* in-service courses, duration
course organization, 24, 29-31, 34-35, 42, 47, 84, 116, 120, 152, 154
  teacher participation, 19, 67, 74, 85, 120-122, 127-130, 160, 187, 198-199, 225, 226, 233, 250, 257-258, 278, 287
  see also in-service courses, planning
course organizers, 164-166, 275, 278
  training, 129-130, 136, 147, 164, 165, 174-175
  see also in-service educators
curriculum development, 153, 154, 161, 193-194, 229, 253, 272-274, 285

decentralization, 10. 22, 59, 83, 111-119, 146, 187
  see also regional development committees
development committees, 6-7, 285
  interaction with Schools Commission, 283-284
  see also regional development committees; State development committees
Development Program
  administration, *see* administrative organization
  emphases, 4-5, 83-85, 101-179
  evaluation brief, 4-6, 291-294
  evaluation methods, *see* evaluation, methods
  financial policy, *see* financial policy
Disadvantaged Schools Program, 284
discussion (evaluation method), 7
discussion (teaching technique), 99, 190-191, 207-208, 264-265
dissemination of information, *see* information dissemination

education centres, 11, 45, 55-58, 78-79, 254, 271, 285
  see also teachers centres
education faculties, *see* tertiary institutions
educational radio, 31, 141, 143
educational technology, 71
evaluation
  criteria, 3
  methods, 3, 100
  objectives, 4-6
  procedures, 6
  see also discussion (evaluation method), illuminative evaluation model; in-service courses, evaluation; in-service programs, evaluation; needs assessment; Victorian In-Service Education Evaluation Project

feedback, *see* information dissemination
financial policy, 9-10, 31-32, 38, 59, 108, 237
financial support, 3-4, 12, 17, 41, 51, 73, 289
follow-up opportunities, 90, 93-94, 138, 153, 160-162, 170, 172-173, 188, 199-200, 202, 216-217, 224, 225, 227, 240, 243, 246-247, 266-267, 269, 279, 287
funding, *see* financial policy; financial support; replacement funds; resource allocations

group discussion, *see* discussion
guidelines, 23, 31, 33, 40, 42, 45-46, 47-48, 136, 151, 155, 163, 164, 168, 171, 174, 258

illuminative evaluation model, 3
implementation of ideas, *see* classroom implementation (ideas from in-service courses)
Independent schools, *see* inter-system policy
industrial experience, 152
information dissemination, 4, 26, 162, 163, 201
innovations, *see* in-service courses, innovations
Innovations Program, 284
in-service co-ordinators, 9, 21-22, 25, 121, 127, 201, 202, 254
in-service courses
  content, 99, 150, 166, 264, 276, 278
  diversity, 12, 150-151, 286-287
  duration, 18, 24, 41, 46-47, 65, 68, 72, 84, 85, 91, 100, 154, 172, 263-264
  effectiveness, 67, 88, 91, 265, 270
  evaluation, 163-164, 168, 173-174, 230, 248-251, 258, 263-267, 285, 305-306
  innovations, 151-152, 167-169, 285
  instructional staff, 49, 254-255, 270
  objectives, 170, 233, 255, 256, 257, 263, 274, 275, 295-300
  participant involvement, 122, 152-154, 160, 168, 175-176, 183-184, 215, 216, 246, 250, 254, 278, 287
  planning, 23, 28, 105, 110, 120, 122, 189, 224-225, 233, 248-249
  priorities, 85-86
  relevance, 78, 86, 99, 287-288
  reports, 152, 162, 174
  student participation, 152, 168
  teacher attendance, 18, 24, 29-30, 34, 41, 46, 51, 65
  teaching techniques, 153, 164-165, 167
  timing, 172, 225
  see also long-term courses
in-service education
  administration, *see* administrative organization
  history, 13
  opportunities, 13, 78
  programs, *see* in-service programs
  rationalization, 284-286
  teaching methods, *see* in-service methods
in-service educators, 164, 174-176
  see also consultants; course organizers
in-service liaison officers, 129, 176
in-service methods, 8, 84, 92, 150-153, 168, 207, 228, 232, 240, 245, 249, 255, 278, 286-287
  see also adult learning methods; classroom observation; discussion (teaching technique); lectures; workshops
in-service programs
  New South Wales, 14-20, 145, 163, 174, 227, 295-300
  Queensland, 20-26, 145, 168-169,

in-service programs *continued*
    172-173, 177, 185, 237, 248-251, 252-277, 305-309
  see also Whole School Withdrawal Program; Whole Term Release Program
  South Australia, 14, 26-31, 103, 155, 169-171
  Tasmania, 31-35, 144, 179, 189-192, 231-232, 241-243
  Victoria, 35-42, 192-202, 228-231, 244-247
  Western Australia, 43-48, 145, 226, 239-241
  evaluation, 39, 163-164, 173-174, 286
  strategies, 51, 80-81, 88, 96, 285, 286-288
in-service relieving teachers, *see* replacement of teachers
inter-school visits, 98, 100, 153, 192
inter-system policy, 9, 22, 58-59, 83, 103-110, 177, 246, 285, 303
  see also Catholic schools; non-government teachers
isolated teachers, 144-146, 148-149, 156

learning difficulties
  teacher education, 142
lectures, 65, 88, 92, 207
long-term courses, 137-141, 235-279
  see also in-service courses, duration

migrant education
  teacher education, 142, 148
mobile resources, 47, 145
motivation, *see* parent motivation; teacher motivation

needs, 10, 17, 146, 149, 169, 237, 255, 273-274, 278
needs assessment, 22, 125-128, 130, 189, 203, 225, 232, 237, 274
  see also resource allocations
non-government teachers
  opportunities, 13, 106
  participation, 9, 30, 34, 48, 86, 104-106, 121, 129, 260-261
  see also inter-system policy

observation, *see* classroom observation
organization, *see* administrative organization; course organization; decentralization

parent attitudes, 123
parent motivation, 133
parent participation, 11, 68, 131-136, 168-169, 183, 209
parents associations, 60
participant involvement, *see* in-service courses, participant involvement
participation, *see* parent participation; participant involvement; teacher participation
planning, *see* administrative organization; course organization; needs assessment
pre-service teacher education, 54-55, 69, 95, 231-232, 270-271
principals, 20, 158, 160, 178-179, 187, 189, 192, 209-210, 211, 214, 225, 233, 260, 269, 277
principals associations, 52, 233
priorities for funding, *see* resource allocations
professional associations, 52-53
  see also teachers associations
professional development, *see* teacher improvement

questionnaires, 7, 185-186, 187-188, 205-206, 263-267

radio, *see* educational radio
Raywood In-Service Education Centre, 14, 152, 154
refresher courses, 147, 179, 24[illegible], 252-277
regional development committees, 10, 104, 174, 285
  New South Wales, 15, 111, 118
  Queensland, 21, 111-112, 248-249
  South Australia, 27, 112
  Tasmania, 32, 34, 112
  Victoria, 38-39, 112-113
  Western Australia, 44-45, 113-114
  teacher representation, 114-115
regionalization, *see* decentralization
release of teachers, *see* teacher release
relief teachers, *see* replacement of teachers
remedial education
  teacher education, 244-253
  see also learning difficulties
replacement funds, 138-139, 237
replacement of teachers, 55, 71, 122-

replacement of teachers *continued* 124, 129-130, 179, 209, 212, 216, 218-224, 231-232, 237, 239-240, 241, 247, 248, 261, 276, 278, 306
research design, 63, 87
residential programs, 27-28, 30-31, 65, 68, 100, 154-157, 169-171, 187, 192-193, 197-201
  see also Raywood In-Service Education Centre
resource allocations, 150, 279, 285, 289-290
  New South Wales, 17-18
  Queensland, 22-24, 275
  South Australia, 27-28
  Tasmania, 33-34
  Victoria, 38-41
  Western Australia, 43,46
resource centres, *see* education centres; teachers centres
resources, *see* mobile resources
responsibility
  devolution, 10, 19, 175-176

school-centred in-service programs, 11-12, 17-18, 28-29, 41, 65, 82-83, 86, 97-99, 127, 130, 132, 134, 144, 148, 152, 153, 154, 157-160, 161, 162, 169, 170, 171, 172, 177, 179, 181-234, 272, 274-275, 277, 285, 287-288
school systems, *see* inter-system policy
Schools Commission
  Development Program, *see* Development Program
  inter-system policy, *see* inter-system policy
self-evaluation, 92, 174, 285
self-motivation, *see* teacher motivation
specialists, *see* consultants; task forces
staff (instructional), *see* in-service courses, instructional staff
staff development, *see* school-centred in-service programs
staff replacement, *see* replacement of teachers
State development committees, 14, 20-21, 26, 32, 35-38, 43, 104, 132, 152
subject associations, *see* teachers associations
substitute teachers, *see* replacement of teachers
surveys
  Tasmania, 87-98
  Victoria, 63-86

task forces, 151-154, 176-177
teacher aides, *see* ancillary staff
teacher education, *see* continuing teacher education; in-service education; pre-service teacher education
teacher education institutions, *see* tertiary institutions
teacher improvement, 64, 69, 76, 91, 95, 99, 240, 286
teacher motivation, 65, 70, 76, 99, 166-168, 233, 247, 255, 259, 285
teacher participation, 19, 29, 34, 49, 66, 71, 78, 81-82, 120-130, 147
  see also course organization, teacher participation; in-service courses, participant involvement
teacher release, 65, 122-124, 129-130, 138
teacher replacement, *see* replacement of teachers
teacher representation, *see* regional development committees, teacher representation
teacher training, *see* pre-service teacher education
teachers associations, 13, 121, 129, 284, 285, 301-302
teachers centres, 13, 31-32, 40, 55-58, 78-79, 100, 112, 126, 143, 144, 147, 153, 160, 195, 285
  see also Centre for the Continuing Education of Teachers; education centres; Raywood In-Service Education Centre; Wattle Park Teachers Centre
teachers colleges, *see* colleges of advanced education
teaching areas, *see* curriculum development
teaching methods, *see* classroom techniques; discussion (teaching technique); in-service methods
tertiary institutions, 54-55, 137, 153, 167, 285

universities, *see* tertiary institutions

vacation programs, 153, 225
Victorian In-Service Education

Evaluation Project, 39, 63-86, 163, 173, 178

Wattle Park Teachers Centre, 31, 56, 145
Whole School Withdrawal Program, 158, 203-225, 233, 277
Whole Term Release Program, 252-277, 307-309
workshops, 144, 145, 152, 153, 166, 172-173, 207

young teachers, 142-144, 147-148, 156, 196, 201, 226-227, 232